



Temple Independent School District

District Policies
Procedures and Guidelines
for
Grading, Promotion,
Retention, and Placement

***** 2018-2019*****

WE EDUCATE ALL STUDENTS. WE ARE RESPONSIBLE. WE FIND A WAY.

QUICK REFERENCE...

General Grading Guidelines.....	pages 2-8
Elementary Grading Guidelines.....	pages 9-14
Middle School Grading Guidelines.....	pages 15-19
High School Grading Guidelines.....	pages 20-27

PURPOSE

It is the belief of the Temple Independent School District that all students can learn the basics of the curriculum. With the necessary cooperation of students, parents, guardians, and community members, the district will ensure that all students are given the opportunity to master requirements of a well-balanced curriculum to the best of their ability. For students with identified needs, at all levels of ability, the school district will provide modifications in methodologies, pacing, and materials to ensure that instruction in essential knowledge and skills is delivered at an appropriate level. This process also includes meeting the assessed needs of students identified as at-risk.

The curriculum of Temple I.S.D. includes the Texas Essential Knowledge and Skills adopted by the State Board of Education. The grading guidelines for each grade level, subject, and course define student's relative mastery of the curriculum and the means by which student's relative mastery is determined. The purpose of the guidelines is to ensure that grading practices are consistent among grade levels, subjects, and campuses.

These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the average grade assigned. Guidelines for grading shall be clearly communicated to students and parents. EIA (LOCAL)

REPORTS TO PARENTS

Grade reports shall be issued every grading period for all students in the district on forms approved by the Superintendent or designee. EIA (LOCAL) Report cards can be obtained electronically through Skyward's Family Access.

If a student's performance in a foundation curriculum subject is consistently unsatisfactory as determined by the District, the District must give written notice to the parent or legal guardian of the student's performance at least once every three weeks. The notice must provide for the signature of the student's parent and be returned to the District except for married students, emancipated minors, or an adult living apart from his parents. EIA (Legal)

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed. EIA (LOCAL)

HOMEWORK AS PRACTICE GUIDELINES

The primary objective of homework is to increase student learning and improve student performance through practice. Use homework to extend the school day appropriately to the grade level. Effective homework includes the following:

1. Teachers should establish purpose of a given homework assignment.
2. Homework should be structured to ensure high completion rates.
3. Homework should be completed in a reasonable time, taking into consideration other courses and activities.

4. Teachers should comment on assigned work.
5. Students should keep track of their speed and accuracy in their learning.
6. Not be used as a disciplinary measure.
(English, 2009)

Most assignments are due the following day. Short-term assignments are designed to:

- Reinforce concepts and skills learned in class.
- Provide non-guided practice for newly learned skills.
- Allow make-up work because of absence.
- Review material in preparation for tests and other class work.
- Complete work begun in class.

Long-term assignments would normally require a week or more for student planning and development. They should provide opportunity for the student to:

- Extend in-depth learning beyond the classroom.
- Learn to organize and schedule independent work over time.
- Explore individual interests and needs.
- Integrate skills and concepts in new and different ways.

Homework may not be used as the sole indicator of minimum mastery of the essential knowledge and skills. Results of student efforts in completing homework should be used to assist the teacher in determining student progress. Specific guidelines for homework are developed at the campus level.

GENERAL GRADING GUIDELINES

MASTERY OF ESSENTIAL KNOWLEDGE AND SKILLS

Mastery shall be determined as follows:

- Course assignments and unit evaluations shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade. EIE (LOCAL)
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, grading period, and final exams, or may be administered separately. Mastery of at least 70 percent of the objectives shall be required. EIE (LOCAL)

Promotion standards, as established by the individual education plan (IEP) or grade-level classification of students eligible for special education shall be determined by the ARD committee. EIE (LOCAL)

In assessing students of limited English proficiency for mastery of the essential knowledge and skills, the district shall be flexible in determining methods to allow the students to

demonstrate knowledge or competency independent of their English language skills in the following ways:

- Assessment in the primary language
- Assessment using ESL methodologies
- Assessment with multiple varied instruments. EIE (LOCAL)

The district shall determine 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. EIA (LOCAL) EG (LOCAL)

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

RETEACHING, MAKE UP (SEE EIAB LOCAL) OR REDO OF CLASS ASSIGNMENT EIA (LOCAL)

Teachers shall re-teach the essential knowledge and skills when the students do not master them. In accordance with grading guidelines, a student shall be permitted a reasonable and fair opportunity to make up (see EIAB LOCAL) or redo a class assignment or retake a test for which the student received a failing grade. EIA (LOCAL)

In accordance with grading guidelines, the following apply at all levels:

1. Teachers will develop, through collaboration with their elementary grade level team or secondary campus department/team, a clearly defined class grading procedure consistent with District policies.
2. Each teacher will distribute a copy of the grading procedure to students and parents at the beginning of each school year or semester and to all new students and parents thereafter.
3. Teachers must include, through collaboration with their elementary grade level team or secondary campus department/team, late work and makeup work procedures that promote student responsibility without denying students reasonable opportunities to exhibit mastery of curriculum concepts and skill.
4. A student who earns a failing grade on a class assignment or test will be given up to five school days to redo the assignment or retake the examination. Each teacher or team will develop a course procedure for grade replacement noted in the course syllabus. A student is entitled to only one opportunity to redo a class assignment or retake a test for which a failing grade has been earned. Retests will count on the grading period of the original test. Class assignment(s) or retake of a test(s) may be different in format. The student will be awarded the higher of the

two grades. Students will not be allowed to redo a semester or final exam. Students who have engaged in academic dishonesty on a specific class assignment or test are not eligible to redo that class assignment or test for which the student received a failing grade. Students cannot retake/redo an assignment or test if the failing grade is due to lack of effort on the student's part. All grading and retake/redo procedures must be approved by the campus principal.

5. Students who participate in High School Advanced, AP, and/or IB credit courses are not eligible to redo class assignments or tests for which the student received a failing grade unless explicitly noted in the course syllabus. Students will be required to follow individual teacher class grading procedures.
6. Accurate and complete documentation of each student's progress will be recorded by teachers in a timely manner.
7. Varying grading procedures and expectations for students in special education programs will be based on recommendations of the admissions, review, and dismissal (ARD) committee.
8. Each teacher must be able to justify student grades using valid, District curriculum-related criteria.
9. Informal notes and personal conferences are necessary in helping the teacher and the parents understand the student's development and progress. Parents should be contacted as soon as possible after it becomes apparent that a student is not progressing as expected.
10. As the instructional leader of the school, the principal has the ultimate responsibility to enforce fair and consistent grading procedures that are consistent with District policies and procedures and developed by the elementary grade level team or secondary campus department in each school.

STUDENT INTERVENTION TEAM (SIT)

Teachers shall review the status of all students who have been unsuccessful in passing one or more sections of the STAAR and shall refer the student to the Student Intervention Team (SIT Team) who will develop an individual plan for the instruction of each student based on mastery of essential knowledge and skills and STAAR objectives.

ATTENDANCE FOR CREDIT

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance drops below 90% but remains at least 75 percent of the days the class is offered, the student may earn credit for the class by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal. If the

student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit by submitting a written petition to the appropriate attendance committee. The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit. Petitions for credit may be filed at any time the student receives notice, but in any event no later than 30 days after the last day of classes. The attendance committee may review the records of all students whose attendance drops below 90% of the days the class is offered, whether or not a petition is filed. FEC (LOCAL)

Unless credit is awarded by the attendance committee or regained in accordance with District policy, 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. EI (Legal)

GRADING REQUIREMENTS FOR STUDENTS WITH DISABILITIES

Students with mild/moderate disabilities who are in general education classes and are receiving support from content mastery/resource classes may earn the full range of numerical grades when the Individual Education Plan (IEP) and modifications selected by the Admission, Review, and Dismissal (ARD) Committee do not eliminate any of the required essential knowledge and skills of the subject being graded. An IEP Progress Report should be sent home with the report card.

Students with disabilities who require most of their instruction in a special education program shall be graded according to the criteria of that program as determined by the ARD Committee, and parents shall be informed of progress at least as often as parents of non-disabled students. EHBAB (Legal)

Each student receiving special education instruction has an Individual Education Plan (IEP) which addresses the student's education needs, educational goals, and objectives. The special education teacher shall utilize a lesson plan that reflects the short-term objectives as stated on the IEP. Grades should evolve from the objectives with supporting documentation of how the grades were determined.

Numerical grades shall be recorded for each subject area in a grade book. Recommended minimum mastery level on an IEP objective should be 70%, as a grade of 70 is required for passing. If 70% is too high for mastery, the ARD Committee should reconsider the appropriateness of the objective.

Care should be taken to ensure that objectives are written at a level that continues to challenge the student's abilities. This may necessitate adjustments in curriculum, methods, pacing, materials, criteria, etc.

If a student with disabilities should fail any subject (special education, vocational education, general education, etc.), the ARD Committee may convene to discuss the student's needs and make recommendations to help the student achieve success. Case managers will collaborate with the general education teacher(s) regarding reasons for student failure and may establish a plan for improvement for the next grading period. If failing grades in the *same subject* continue for 2 consecutive grading periods, the ARD Committee review is recommended.

The grading of a special education student in a general education classroom is based on the ARD Committee recommendations for, if any, modification of the Texas Essential Knowledge and Skills (TEKS) and other accommodations/modifications of pacing, methods, and materials needed. When the ARD Committee has recommended accommodations/modifications, the special education teacher is responsible for:

- Informing the general education teacher of the recommended accommodations/modifications;
- Providing information concerning the student's achievement levels, learning style, and behavioral needs;
- Offering assistance to the general education teacher on a scheduled basis, as recommended by the ARD Committee, and
- Documenting contacts with the general education teacher.

There should be no designation on the report card that the student is in special education or is functioning below grade level (i.e., asterisk next to the grade).

For specific students, the ARD Committee may recommend the following:

- A specific subject be taught in a combination general education/special education instructional arrangement;
- Grading expectations for these students served in the inclusion class(es);
- General and special education teachers will collaborate on the need for and the specifics of a modified grading system.
- The ARD Committee will consider the appropriateness of the modifications to grading; and
- It will be documented in the ARD.

An IEP progress report should be issued with the general education report card for every grading period.

Unless the ARD Committee designates otherwise:

- When a student is enrolled in a homebound program, the general classroom teacher will be responsible for grading all assignments and recording grades on the report card and permanent record for all subject areas.

- The progress of children enrolled in PPCD will be based upon advancement toward mastery of IEP goals and objectives. Report cards will be issued to PPCD children on the same schedule as non-disabled students on their campus.

AWARD OF CREDIT OR GRADE

Students, who, through no fault of their own, are not enrolled for an entire grading period, semester, or course, shall be provided opportunities to earn credit for the semester or course or a grade for the grading period. Teachers shall take into consideration the student's particular circumstances in determining appropriate opportunities, which shall include, but not be limited to:

- Testing to verify mastery of essential knowledge and skills.
- Tutorial sessions for students who enroll late to receive instruction in essential knowledge and skills already covered in the class.
- Individualized work to ensure exposure to and mastery of essential knowledge and skills for students, such as migrant students, who must withdraw early. EI (LOCAL)

LESSON PLANS

Lesson plans shall be prepared by each teacher for each subject taught and submitted to the principal upon request. The lesson plan design shall include those items deemed appropriate for that specific campus by the campus principal. Such items may include, but not be limited to, essential knowledge and skills, objectives, materials, strategies/activities, evaluation design, and re-teaching.

Lesson plans shall be aligned with the District's curriculum Scope and Sequence (framework and timelines).

Lesson plans should be used to help the teacher to organize for instruction as well as provide substitute teachers with information for the continuing of the education process during a regular teacher's absence. Documentation of modifications for students receiving special education services and extensions for Gifted and Talented students must be maintained.

ACADEMIC DISHONESTY

Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties on assignments or tests. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from students. EIA (LOCAL) Students who have engaged in academic dishonesty on a specific class assignment or test are not eligible to redo that class assignment or test for which the student received a failing grade.

ELEMENTARY GRADING GUIDELINES

The recommended *minimum* minutes of instruction follow the TISD elementary frameworks. These can be found in the District resource folder in the TEKS Resource System.

A combination of grading methods will be used at the elementary level. These methods include:

- Pre-kindergarten and kindergarten shall use a checklist consistent with (TEKS) Texas Essential Knowledge and Skills to communicate student progress to parents. The following scale will be used in Pre-K and kindergarten:
 - E = Excellent Progress
 - S = Satisfactory Progress
 - N = Needs More time to Develop
 - U = Unsatisfactory Developmental Progress

- Numerical grades shall be used in grades 1 - 5 to report student progress on report cards and progress reports in reading, writing, mathematics, science, and social studies. Numerical grades will be used as follows:
 - 90 – 100 Outstanding achievement “A”
 - 80 – 89 Good achievement “B”
 - 70 – 79 Average achievement “C”
 - 0 – 69 Unsatisfactory achievement “F”

- Indications of “excellent”, “satisfactory”, “needs improvement” and “unsatisfactory” will be used in grades 1 – 5 to report student progress on report cards and progress reports in handwriting, physical education, art, and music. Indications will be used as follows:
 - 95 Excellent “E”
 - 85 Satisfactory “S”
 - 75 Needs improvement “N”
 - >70 Unsatisfactory “U”

For students who are performing significantly below grade level, a parent conference must be held and the conference form(s) must be signed.

RE-TEACH, MAKE UP WORK OR REDO OF CLASS ASSIGNMENT (SEE EIA LOCAL and EIAB LOCAL)

See Grading Guidelines pages 4-5

MAKE-UP WORK FOR STUDENTS

The District shall not impose a grade penalty for make-up work after an unexcused absence or after an absence due to suspension. EIAB (LOCAL) Teachers will assign a reasonable due date for completion of make-up work.

READING ASSESSMENT FOR GRADES K-2

A reading assessment must be administered to all kindergarten, first and second grade students at the beginning of the fall semester. Parents will be informed in writing of the student's results and will be notified if the student appears to be at risk of reading difficulties. In the event the student appears to be at risk of reading difficulties, accelerated instruction in reading will be provided.

PROGRESS REPORTS

Progress reports shall be sent to the parents of all students at the end of the third week of the grading period. EIE (LOCAL) Documentation must be maintained of parent notification when a student's average is lower than 70. The parent will be requested to schedule a conference with the teacher of that subject. Three week progress reports will include at least half of the student's grades for each grading period with the exception of the district's first grading period which may have less due to time used to establish routines at the beginning of the school year.

REPORT CARDS FOR PRE-KINDERGARTEN AND KINDERGARTEN

Parent conferences must be conducted during the first semester to acquaint parents with curriculum and the instructional program and to report student progress. Additional individual conferences are to be scheduled to address student progress as needed.

A checklist will be used to report progress each six weeks. Skills will be marked as follows:

- E = Excellent Progress
- S = Satisfactory Progress
- N = Needs More Time to Develop
- U = Unsatisfactory Developmental Progress

REPORT CARDS FOR GRADES 1-5

A parent conference must be conducted during the first semester to acquaint parents with curriculum and the instructional program and to report student progress. Additional individual conferences are to be scheduled to address student progress as needed.

Letter grades of E (Excellent), S (Satisfactory), N (Needs Improvement), and U (Unsatisfactory) will be used to report student progress on report cards and progress reports in: Handwriting, Physical Education, Art, and Music.

Numerical grades are to be used to report student progress on report cards and progress reports in: Reading, Math, Writing, Science, and Social Studies. Supporting documentation for grades of 68 or 69 on report cards will be required. During a five week grading period, the minimum number of **daily** grades required may be reduced by one assignment on the charts below. During a four week grading period, the minimum number of **daily** grades required may be reduced by two assignments on the charts below and only one **test** grade is required.

Report card grades for **reading** are based on:

Category	% of Overall Grade	Minimum Number of Grades per Six Weeks or Grading Periods
Daily grades	60%	8 total: 6 – Core reading components (phonics, phonemic awareness, vocabulary, fluency, or comprehension) 2 – Guided Reading equivalency
Test grades	30%	2
Homework	10%	1

Report card grades for **math** are based on:

Category	% of Overall Grade	Minimum Number of Grades per Six Weeks or Grading Periods
Daily grades	60%	8
Test grades	30%	2
Homework	10%	1

Report card grades for **writing** are based on:

Category	% of Overall Grade	Minimum Number of Grades per Six Weeks or Grading Periods
Daily grades	60%	9 total: 3 – Spelling 3 – Grammar 3 – Writing process
Test/Major Project grades	30%	2 (1 must consist of a published composition)
Homework	10%	1

Report card grades for **science for grades 1-5** and **social studies for grades 3-5** are based on:

Category	% of Overall Grade	Minimum Number of Grades per Six Weeks or Grading Periods
Daily grades	60%	4
Test grades	30%	1
Homework	10%	1

Report card grades for **social studies for grades 1-2** are based on:

Category	% of Overall Grade	Minimum Number of Grades per Six Weeks or Grading Periods
Daily grades	100%	5

GRADES FOR SPECIAL PROGRAMS

Students who participate in pull-out programs such as Special Education may not be required to make up every assignment missed while the student was receiving services. As a result, it is possible that students may not have the minimum number of grades in the content areas. Teachers will code these assignments as “excused” in Skyward.

The special programs teacher (ie. Resource) will provide one additional grade per three week grading period to the general education teacher to be entered as a daily grade for final progress report and report card averages unless otherwise noted by the ARD. General education teachers will use the following assignment heading as appropriate each grading period: RES Reading and RES Math.

Students who participate in pull-out programs will also receive progress reports from the special program teacher.

CONDUCT GRADES

Weekly conduct grades shall be earned based on a consistent level of expectations that include attitude, behavior, cooperation, courtesy, dependability, effort, and participation. Conduct grades shall reflect conduct and not academic progress.

Weekly conduct grades shall be recorded in the teacher grade book. Based on the grades recorded, at the end of the grading period, a student shall receive an “E, S, N, or U”. If a student is exhibiting poor conduct, the teacher shall:

- Notify parents and suggest a conference.
- Refer the student to the Student Intervention Team.
- Request counseling by the counselor.
- Notify the principal.

WORK HABITS

Work habit grades shall be awarded as “E, S, N, or U” at the end of each grading period. Each classroom teacher or grade level will provide a list of work habit expectations in writing to students and parents at the beginning of the school year.

PROMOTION GUIDELINES FOR K – 5

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. EIE (Legal)

Grades 1 – 5: Promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts (reading and grammar/composition), mathematics, and either science or social studies. EIE (LOCAL)

In kindergarten, the district may grant promotions using assessment methods other than numerical scores.

Parents must be notified prior to retention.

A student may not be promoted to the sixth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the fifth grade STAAR mathematics and reading assessment instruments. EIE (Legal). A student who does not demonstrate proficiency may advance to the next grade only if:

1. The student has completed the required accelerated instruction under 19 Administrative Code 101.2006;

2. The student's GPC determines by unanimous decision, in accordance with the standards for promotion established by the Board that the student is likely to perform at grade level at the end of the next year given additional accelerated instruction. EIE (LEGAL)

ADMINISTRATIVE PROCEDURES FOR PROMOTION/RETENTION GRADES K - 5

Every effort should be made to identify areas of student non-mastery early in the school year through the use of diagnostic techniques. This will allow the placement of students in the appropriate learning situation and allow for early intervention.

By the first week in March, each teacher will compile and present to the principal a list of students who might be retained. Teachers will use the criteria of promotion/retention appropriate for the grade level. Conference notification EXHIBIT 1* should be placed in the student's permanent folder.

By the second week in April, or upon receipt of STAAR results, EXHIBIT 2a* will be sent to the parents of each potentially failing student informing them that their child is at risk of not meeting the promotion criteria for his/her grade level and failure to improve may result in retention. EXHIBIT 2b* will be completed at the conference.

By the first week in May, or upon receipt of STAAR results, EXHIBIT 3a* must be completed by the teacher for each student not likely to meet promotion criteria by the end of the year. The principal, or designee, will conduct a conference with the parents and present the evaluation data for consideration. EXHIBIT 3b* will be completed at the conference.

No later than the fourth week in May, a copy of the Non-Promotion Report for each student to be retained will be sent by the Principal to the Assistant Superintendent for Curriculum and Instruction.

Teachers should maintain the cumulative student portfolio to be reviewed as documentation when considering retention.

* Exhibits can be located in teacher on-line resources on the TISD website.

MIDDLE SCHOOL GRADING PROCEDURES

The instructional objectives for grade level subjects or courses in grades 6 – 8 are aligned with the Texas Essential Knowledge and Skills. The objectives address the skills needed for successful performance in the next grade or course in a sequence of courses. Assignments, tests, projects, classroom activities, and other activities are designed so that a student's performance indicates the level of mastery of the designated objectives.

Grades are reported as numerical scores:

90 – 100	A
80 – 89	B
70 – 79	C
Below 70	F
Incomplete	I

PROGRESS REPORTS

Progress reports shall be sent to the parents of all students at the end of the third week of each grading period. Dates of distribution have been established. Documentation of parent notification must be maintained when a student's average falls below 75 in any class or if the student is in danger of failing. If a student receives a grade of less than 70 in any class or subject, parents will be contacted by phone and a conference may be scheduled.

6 WEEKS GRADING PERIOD AVERAGES

The daily grades of a student shall represent at least 40% of the report card grade given at the end of the six-week period or grading period, 50% will be based on tests/major projects and 10% on homework. A minimum of ten grades on daily work shall be recorded in the grade book for each subject. A minimum of 2 major grades (tests, major projects, formal assessments, etc) shall be recorded in the grade book per grading period. Students who receive a grade below 70 at the end of a grading period will be suspended from extra-curricular activities for at least the following three-week period. (Senate Bill 1, Chapter 33) No single grade shall account for more than 20% of a student's grade. Supporting documentation for grades of 68 or 69 will be required.

UIL Eligibility as it Relates to Grades for Each Grading Period

By state law, students must make a passing grade in all their classes in each grading period in order to be eligible to participate in any extracurricular performance or competition in the next grading period, unless the failing grade was received in an Pre AP advanced course in English language arts, math, science, social studies, or a language other than English.

Students may request an eligibility waiver for courses related to this section allowing the student to participate in UIL activities. Students may request one waiver per year from

the designated administrator. The waiver must be approved by designated administrator and teacher in which the student received a failing grade.

Students who are ineligible because of one or more grades below 70 will be allowed to practice or rehearse during a suspension, but cannot perform or compete. If the student raises the grade(s) to passing within three weeks, she or he will regain eligibility to perform or compete.

SEMESTER AVERAGES

In order to evaluate a student's progress, a semester is divided into three grading periods. Final examinations are given at the end of each semester. All similar courses must give the same approved final exam. These exams assess the material studied during the preceding three grading periods and count as 15% of the final *semester grade*.

The semester average will be calculated using the following formula:

$$.29(1^{\text{st}} \text{ grading period}) + .28(2^{\text{nd}} \text{ grading period}) + .28(3^{\text{rd}} \text{ grading period}) + .15(\text{Sem. Exam})$$

SEMESTER EXAMS

All semester exams must be taken during the assigned exam time. Students will not be allowed to redo or retake a semester or final exam. Students may not take semester exams early. If an exam must be missed, the exam must be made up after the assigned time. First semester make-up exams must be made up within the first two weeks of the second semester by scheduling with the course teacher. Second semester exams must be scheduled during the summer by contacting the middle school office. Exams must be completed within the first two weeks of summer. Extenuating circumstances must be documented and exceptions approved by the principal. Grades of "0" will be entered on report cards for all missed exams and grade change forms will be required after exams are made up.

YEARLY AVERAGE

The yearly average will be calculated using the following formula:

$$1^{\text{st}} \text{ Semester Average} + 2^{\text{nd}} \text{ Semester Average} \div 2$$

Students transferring into the District shall receive the numerical grades that were earned in the courses at another school or entity. If numerical grades are unavailable, a conversion scale will be used. Students enrolling with incomplete records will be classified per administrative review.

A+	=	97
A	=	95
A-	=	93
B+	=	87
B	=	85

B-	=	83
C+	=	78
C	=	77
C-	=	76
D+	=	73
D	=	72
D-	=	71
F	=	69

For required elective credit, the elective class will be aligned to another elective class to the best extent possible. Physical education classes will be aligned to another physical education class to the best extent possible. In the event that the required elective class can be aligned, the student will receive a final average on the report card. If courses are not aligned, the student will only receive a semester average for each course.

TOP 10%

Students in the designated Top 10% on each middle school campus will be recognized on an annual basis. The Top 10% is determined by the cumulative average of the core academic courses of English/ language arts, math, science, social studies, and languages other English. The Top 10% will be comprised of the cumulative average of the student’s grades from the first through fifth grading periods of the current academic school year. To qualify for the Top 10%, a student must be enrolled at a Temple ISD middle school consecutively from the first through fifth grading periods of the current academic year. Weighted points will only be given to high school credit courses that qualify (EIC Local). The ranking period shall end after the fifth grading period for middle school.

COURSES COUNTING FOR HIGH SCHOOL CREDIT

Advanced Algebra I, and Advanced Geometry, Spanish 1, German 1, Business Information Management, Principles of Health Science, Principles of Manufacturing, Principles of Information Technology, and Art I are offered for high school credit. Middle school teachers are to utilize high school departmental grading guidelines for courses in which students may earn high school credit.

Designated core courses successfully completed are weighted with 10 extra points for high school class rank calculations (see high school grading guidelines). Designated courses include Advanced Algebra I and Advanced Geometry. High school rank is calculated following the fifth grading period of the ninth grade year.

Most high school courses are based on two semesters or one full-year (1 credit). A student who earns a failing grade in one of two semesters and a passing grade in the other semester shall receive one full credit when the grades averaged together are 70 or higher. If a student fails a semester and the two semesters averaged together do not result in a yearly average of 70 or higher, the student will be awarded credit for the semester passed and must repeat the semester in which a failing grade was earned. EI (LOCAL)

End of Course Exams (EOC) and Grade Level STAAR Testing

Students in middle school taking high school credit coursework *with a designated EOC state assessment will **ONLY** be required to take the high school end of course (EOC) exams.* The corresponding middle school grade level assessment will not be required for EOC courses.

HOMEWORK (see page 2-3)

For the average middle school student, an average of one-two hours per school day of outside preparation for all subjects should suffice. However, Pre-AP classes may be more time intensive. Holiday assignments should not be made; however, holidays can be used to complete assignments.

RETEACHING, MAKE UP (SEE EIAB LOCAL) OR REDO OF CLASS ASSIGNMENT EIA (LOCAL)

See Grading Guidelines pages 4-5

MAKE-UP WORK FOR STUDENTS

Make-up assignments or tests shall be made available to students after any absence. Teachers shall inform their students of the time allotted for completing make-up work after an absence; however, the student shall be responsible for finding out about the assignments and for satisfactorily making up the work within the allotted time. EIAB (LOCAL) Maximum time for completion is three days. The Principal may review extenuating circumstances.

Teachers may assign a late penalty to any project turned in after the due date provided the teacher has notified parents and students in advance of expectations and due date. EIAB (LOCAL)

Students shall receive a zero for any assignment or test not made up within the allotted time. EIAB (LOCAL)

Teachers may assign additional work to assure students who have been absent have sufficient opportunity to master the essential knowledge and skills 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 make-up work. EIAB (LOCAL) The District may impose a grade penalty for make-up work after an unexcused absence or after an absence due to suspension. EIAB (LOCAL)

SCHEDULE CHANGES / DROPPING COURSES

A student may exit a course he/she is enrolled in and move to another course (e.g. exit Art and enroll in Choir) by submitting a change request form within the first 5 days of the semester. Any schedule change request requires written permission from a parent/guardian. In addition, space must be available in the course to be added.

After the first six weeks of each semester, no schedule changes will be made. The student must remain in the course he/she enrolled in until the end of the semester.

Students are expected to seek assistance when needed to be successful in the course and remain in the Pre AP course at least one full semester. A student may request to exit a course during the first five weeks of the first semester. After this period, a student will not be allowed to exit a course until the end of the semester. Before exiting, a student must attend required tutorials, complete all coursework, and conference with the teacher. Schedule changes are contingent upon the availability of space in an equivalent content area classroom and may result in the student's entire schedule being rearranged. Students who earn a yearly average of below 70 at the end of the 2nd grading period will be removed from the class unless otherwise recommended by the teacher and administrator. The student's unadjusted grade in the original class as of the transfer date will be transferred to the newly scheduled class and will be used to compute the student's final average.

Gifted and Talented students who exit **all** Pre AP courses must complete the furlough procedure.

A student may exit a full year course at the end of the semester following the same guidelines as above.

Exception to schedule change procedures for extreme situations requires Principal approval.

PROMOTION GUIDELINES FOR GRADES 6 – 8

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. EIE (Legal)

Grades 6 – 8: Promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for all subject areas **and** a grade of 70 or above in language arts, mathematics, **and** either science or social studies. EIE (LOCAL)

A student may not be promoted to the ninth grade if the student does not perform satisfactorily on the eighth grade (STAAR) mathematics and reading assessment instruments. EIE (LEGAL)

ADMINISTRATIVE PROCEDURES FOR PROMOTION/RETENTION GRADES 6 – 8

A list of possible retainees must be submitted to the Principal by the end of the fourth grading period. Teachers must have a conference with the parent (Exhibit 1) and notified parents prior to recommending retention. The parent or guardian of each student who has not successfully met promotion guidelines and is being recommended for retention will be notified in writing in May (Exhibit 2). 6th and 7th grade students who are in danger

of not meeting the promotion requirements will be required to attend compensatory/accelerated services after school during the 6th grading period. SSI and CAS Contracts must be completed when the student is placed in compensatory or SSI accelerated services. Documentation of conferences/written notifications shall be maintained in the student's permanent record.

HIGH SCHOOL GRADING PROCEDURES

The instructional objectives for courses in grades 9–12 are aligned with the Texas Essential Knowledge and Skills. The objectives address the skills needed for successful performance in the next course in a sequence of courses. Assignments, tests, projects, classroom activities, and other activities are designed so that a student’s performance indicates the level of mastery of the designated objectives. Grades are reported as numerical scores:

90 – 100	A
80 – 89	B
70 – 79	C
Below 70	F
Incomplete	I

PROGRESS REPORTS

Progress reports shall be sent to the parents of all students after the end of the third week of each grading period. Dates of distribution have been established.

Documentation of parent notification must be maintained when a student’s average falls below 75 in any class or if the student is in danger of failing. If a student receives a grade of less than 70 in any class or subject, parents will be contacted by phone and a conference may be scheduled.

6 WEEKS GRADING PERIOD AVERAGES

Averages for each grading period are based on classroom assignments, homework, daily work, unit tests, and any other instructional projects or assignments. A minimum of 2 major grades (tests, essays, major projects, formal assessments, etc) shall be recorded in the grade book per grading period. Courses must use the same approved formula for student evaluation each grading period. No single grade shall account for more than 20% of a student’s grade. Students who receive a grade below 70 at the end of a grading period will be suspended from extra-curricular activities for at least the following three-week period. (Senate Bill 1, Chapter 33). Supporting documentation for grades of 68 or 69 will be required.

UIL Eligibility as it Relates to Grades for Each Grading Period

By state law, students must make a passing grade in all their classes in each grading period in order to be eligible to participate in any extracurricular performance or competition in the next grading period, unless the failing grade was received in an advanced placement or international baccalaureate course or in an advanced or dual credit course in English language arts, math, science, social studies, or a language other than English.

Students may request an eligibility waiver for courses related to this section allowing the student to participate in UIL activities. Students may request one waiver per year from

the designated administrator. The waiver must be approved by the designated administrator and the teacher in which the student received a failing grade.

Students who are ineligible because of one or more grades below 70 will be allowed to practice or rehearse during a suspension, but cannot perform or compete. If the student raises the grade(s) to passing within three weeks, she or he will regain eligibility to perform or compete.

SEMESTER AVERAGES

In order to evaluate a student's progress, a semester is divided into three grading periods. Final examinations are given at the end of each semester. All similar courses must give the same approved final exam. These exams assess the material studied during the preceding three grading periods and count as 15% of the final *semester grade*.

The semester average will be calculated using the following formula:

$$.29(1^{\text{st}} \text{ grading period}) + .28(2^{\text{nd}} \text{ grading period}) + .28(3^{\text{rd}} \text{ grading period}) + .15(\text{Sem. Exam})$$

If a student is exempt from the final exam in a course, each six weeks grade will count as 33%.

All grades on report cards and academic achievement records (transcripts) are numerical, ranging from 0 – 100. To receive credit for a course, a student must achieve a minimum grade of 70 for the final grade of the course and must have attended the class at least 90% of the time. Credits earned in courses offered for more than one credit shall be multiplied by the number of credits applicable in said courses.

SEMESTER EXAMS

All semester exams must be taken during the assigned exam time. Students will not be allowed to redo or retake a semester or final exam. Students may not take semester exams early. If an exam must be missed, the exam must be made up after the assigned time. First semester make-up exams must be made up within the first two weeks of the second semester by scheduling with the course teacher. Second semester exams must be scheduled during the summer by calling Temple High School at 215-7000. Exams must be completed within the first two weeks of summer. Extenuating circumstances must be documented and exceptions approved by a THS Administrator. Grades of "0" will be entered on report cards for all missed exams and grade change forms will be required after exams are made up.

2018-2019 Final Exam Exemption Policy

Students may be exempt from their fall and spring semester exams according to the guidelines below.

To be exempt from a semester exam in a class, the student must meet one of the following qualifications.

- An average of 90 or better for the semester and no more than 3 absences in the class for the semester, OR
- An average of 80 or better for the semester and no more than 2 absences in the class for the semester

Absences that do not affect exemption status are:

- Medical appointments which are documented with a doctor's note furnished to the attendance office upon return to school;
- Parent notes as allowed by TISD policy
- Funeral for immediate family members up to 3 days;
- School functions;
- Religious holy days;
- Military deployment of an immediate family member;
- College visits up to 2 days (per year for Juniors and Seniors only)
- Required court dates

For the purposes of exam exemption only, three (3) tardies count as one absence.

Exemptions are determined on a period by period basis; therefore, students will be notified by each of their teachers of their exemption status by -

- December 14, 2018 Fall Semester
- May 17, 2019 (Seniors) Spring Semester
- May 24, 2019 (9th-11th) Spring Semester

At that time, students will be given the location they must report to during that class period on the scheduled exam day.

- Students who do not report for their exams or to the alternative activity scheduled during the exam period will receive a "0" for the Semester Exam grade on the student's report card.
- Exam exemptions do not excuse students from attending school during the period that exams are being administered. An unexcused absence will result in a "0" for the Semester Exam grade on the student's report card.

For classes who have a performance or project as their final exam -

In cases where the final exam is a performance or project to be presented during the designated final exam time and class preparation time was provided during the weeks prior to the exam, the teacher reserves the right to grant the exemption.

All exemptions must be applied consistently to all students in the course and communicated to students and parents in advance.

CLASS RANK / WEIGHTED CREDIT

Class ranking shall be on the basis of designated core course averages. Designated core classes are:

English courses — Levels I–IV, ESOL I and II, Debate III.

Mathematics courses — Algebra I–II, Geometry, Precalculus, Calculus, Math Models, Statistics, and IB Math Topics.

Science courses — Integrated Physics and Chemistry, Biology, Chemistry, Anatomy and Physiology, Astronomy, Medical Microbiology, Physics, Environmental Systems, AP Environmental Science, Advanced Animal Science, Advanced Plant and Soil Science, Food Science, and Forensic Science.

Social Studies courses — World History, U.S. History, Government, Economics, World Studies, Regional Studies, IB Psychology and Global Perspectives in Society.

Languages other than English — Levels I–V.

Graduating seniors shall be ranked within the graduating class upon the basis of weighted grade averages for the four-year program, excluding the last six weeks of the senior year. A graduating student who withdraws from THS in the final grading period of the school year shall receive grades as of the date of withdrawal and be included in the ranking for that senior Class.

Courses of study taken from non-accredited institutions shall be subject to District evaluation prior to the approval of credit and grade.

Evaluation of effort shall be by numerical grades. Numerical grades earned shall appear on the official transcript and reporting forms.

The final numerical ranking average shall be the weighted sum of all designated core course numeric grades divided by the number of core courses attempted.

All designated core courses, including those with failing grades, taken in middle school, summer school, and credit recovery shall be computed in grade point average (GPA) and class ranking.

Grades from the following courses/sources shall count toward high school credits; however, these courses shall not be considered in determining GPA and class ranking: traditional correspondence courses; credit by examination, with and without instruction; distance learning courses; and independent study. Core and foreign language courses taken at the middle school level for high school credit shall be calculated in class rank and grade point average.

The basis of the ranking system shall be a bi-level academic curriculum. Courses shall be designated as Advanced Placement (AP), International Baccalaureate (IB), Advanced, or regular. For the purposes of class rank and grade point average, a six-point scale shall be used.

Each semester grade in Advanced mathematics, AP mathematics, or IB mathematics course in grades 7–8 shall be weighted with the addition of ten points. All Advanced, AP, or IB courses in grades 9–12 shall be weighted with the addition of ten points. All semester grades in core academic dual credit courses shall be weighted with the addition

of seven points for students entering the 9th grade in 2013-2014 and thereafter. These courses shall be coded on the student's transcript.

GPA CALCULATION

A student's cumulative Grade Point Average (GPA) is calculated at the end of each semester beginning with the end of the first semester of a student's freshman year. The student's GPA is updated at the end of each semester and is calculated by averaging the final grades for each course taken (see yearly average calculation).

If a student is enrolled in a course considered by the district to meet advanced measures, the course receives an additional grade point for calculating GPA. Courses designated as advanced can be found in the *TISD High School Course Catalog*. Courses that have been modified shall not earn the same number of grade points as regular or advanced. This is reflected in the chart below.

<u>Average</u>	<u>Modified Content</u>	<u>Regular</u>	<u>Advanced/ AP/IB</u>
100	4.0	5.0	6.0
99	3.9	4.9	5.9
98	3.8	4.8	5.8
97	3.7	4.7	5.7
96	3.6	4.6	5.6
95	3.5	4.5	5.5
94	3.4	4.4	5.4
93	3.3	4.3	5.3
92	3.2	4.2	5.2
91	3.1	4.1	5.1
90	3.0	4.0	5.0
89	2.9	3.9	4.9
88	2.8	3.8	4.8
87	2.7	3.7	4.7
86	2.6	3.6	4.6
85	2.5	3.5	4.5
84	2.4	3.4	4.4
83	2.3	3.3	4.3
82	2.2	3.2	4.2
81	2.1	3.1	4.1
80	2.0	3.0	4.0
79	1.9	2.9	3.9
78	1.8	2.8	3.8
77	1.7	2.7	3.7
76	1.6	2.6	3.6
75	1.5	2.5	3.5
74	1.4	2.4	3.4
73	1.3	2.3	3.3
72	1.2	2.2	3.2

<u>Average</u>	<u>Modified Content</u>	<u>Regular</u>	<u>Advanced/ AP/IB</u>
71	1.1	2.1	3.1
70	1.0	2.0	3.0
69	0.9	1.9	2.9

68	0.8	1.8	2.8
67	0.7	1.7	2.7
66	0.6	1.6	2.6
65	0.5	1.5	2.5
64	0.4	1.4	2.4
63	0.3	1.3	2.3
62	0.2	1.2	2.2
61	0.1	1.1	2.1
60		1.0	2.0
59		0.9	1.9
58		0.8	1.8
57		0.7	1.7
56		0.6	1.6
55		0.5	1.5
54		0.4	1.4
53		0.3	1.3
52		0.2	1.2
51		0.1	1.1
50			1.0
49			0.9
48			0.8
47			0.7
46			0.6
45			0.5
44			0.4
43			0.3
42			0.2
41			0.1
40			0.0

DUAL CREDIT COURSES

The numeric grade earned by a student for a dual credit course will be posted to the student’s transcript and calculated for class rank and GPA if applicable (EIC Local). Students who earn a D and are given credit for the course from the college will be given a 70 as their high school grade for the course.

AP/IB EXAMS

If a student earns a failing (below 70) Six Week grade in an AP/IB for any **TWO grading periods** at any point during the 11th and 12th grade years, the student will be ineligible to sit for an AP/IB Examination in that subject area.

If a student earns **one failing (below 70) Semester Average** in an AP/IB class at any point during the 11th and 12th grade years, the student will be ineligible to sit for an AP/IB Examination in that subject area.

VALEDICTORY AND SALUTATORY AWARDS

No high school senior shall be eligible for valedictorian or salutatorian honors who have not taken as many as four (4) academic courses each year of high school. The high school valedictorian and salutatorian shall be determined on the basis of the ranking system. The ranking period shall end after the fifth six-week grading period of the senior year, and

students who enroll after the second week of the spring semester of their junior year shall not be eligible for these awards.

Final ranks, valedictorian, and salutatorian will be determined by the final class rank. The ranking period shall end after the fifth six-week grading period of the senior year. The final class rank becomes a permanent record of the Academic Achievement Record (AAR); no re-ranking will occur after graduation for transcript purposes.

The student with the highest accumulated GPA is named the valedictorian, and the student with the second highest GPA is named the salutatorian. In figuring grade averages for valedictorian and salutatorian, the grade average shall not be limited to the hundredths place. In case of a tie, both or all students who are tied shall receive the honor of valedictorian or salutatorian. The highest ranking graduate for purposes of the state first year scholarship is not subject to any residency requirement and will be the student or students who ranks highest in the class, mathematically. Students graduating earlier than they would normally graduate are not eligible for valedictory or salutatory status.

SENIOR HONORS

To be eligible for Senior Honors, a GPA ranking of 4.0 or above is required. Additionally:

- The top 25% of those honor graduates shall be designated as being graduated “with highest honors”.
- Those comprising the second 25% shall be designated as being graduated “with high honors”.
- The remaining 50% of those students shall be designated as being graduated “with honors”.

TOP 10% GUIDELINES

Students in the designated top 10% in each grade level will be recognized on an annual basis. The Top 10% is determined by the student’s cumulative average of the core academic courses of English/ language arts, math, science, social studies, and languages other English. The cumulative average will be comprised of a student’s semester averages during the 9th, 10th, 11th, and 12th grade year. High school credit core academic courses taken in middle school will also be calculated in the student’s cumulative class rank GPA. Weighted points will only be given to high school credit courses that qualify (EIC Local). The ranking period shall end after the fifth grading period for middle school.

Inclusion is determined by weighted grade averages earned in a minimum of three credits in core courses taken from at least the second through the fifth six-weeks grading period each year. Core courses are considered to be the same “Core Courses” as designated for class rank. The number of students per grade level is defined as the number of students enrolled each grade level at the close of school on the day fifth six weeks report cards are distributed. Depending on their classification students are recognized at an awards banquet in late spring.

SCHEDULE CHANGES / DROPPING COURSES

A student may request to exit a course he/she is enrolled in and move to another course (e.g. exit Speech and enroll in Art) by submitting a change request form within the first 5 days of class during the first semester and the first 5 days of class during the second semester. Any schedule change request requires written permission from a parent/guardian. In addition, space must be available in the course to be added.

Students enrolled in Advanced, AP/IB will have the first grading period of the semester and the first 5 days of the second semester to request the schedule change to a regular level course. In addition, the student must have the written permission of parent/guardian, counselor, and currently assigned teacher. The student will take his/her previous grade to the new assigned class. The student will not receive any weighted points when changing his or her schedule to a regular course.

A student may exit a full year course at the end of the semester following the same guidelines as above.

Students enrolled in Advanced, AP/IB courses may not make any schedule changes after the first six weeks of each semester. The student must remain in the original advanced course he/she is enrolled in until the end of the semester.

Exception to schedule change procedures for extreme situations requires Principal approval.

HOMEWORK (see page 2-3)

For the average senior high school student, an average of one to two hours per school day of outside preparation for all subjects should suffice. However, Advanced, AP/IB classes may be more time intensive (see course syllabus). Holiday assignments should not be made; however, holidays can be used to complete assignments.

RETEACHING, MAKE UP (SEE EIAB LOCAL) OR REDO OF CLASS ASSIGNMENT EIA (LOCAL)

See Grading Guidelines pages 4-5

MAKE-UP WORK FOR STUDENTS

Make-up assignments or tests shall be made available to students after any absence. Teachers shall inform their students of the time allotted for completing make-up work after an absence; however, the student shall be responsible for finding out about the assignments and for satisfactorily making up the work within the allotted time. EIAB (LOCAL) Maximum time for completion is three days. The Principal may review extenuating circumstances.

Teachers may assign a late penalty to any project turned in after the due date provided the teacher has notified parents and students in advance of expectations and due date. EIAB (LOCAL)

Students shall receive a zero for any assignment or test not made up within the allotted time. EIAB (LOCAL)

Teachers may assign additional work to assure students who have been absent have sufficient opportunity to master the essential knowledge and skills 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 make-up work. EIAB (LOCAL) The District may impose a grade penalty for make-up work after an unexcused absence or after an absence due to suspension. EIAB (LOCAL)

PROMOTION GUIDELINES FOR GRADES 9 – 12

Grades 9 – 12: Mastery of at least 70 percent of the objectives in a course shall be required. Grade-level advancement for students in grades 9 – 12 shall be earned by course credits. EIE (LOCAL)

Credit for courses for high school graduation may be earned only if the student received a grade of 70 on a scale of 100, based upon course-level, grade-level standards of the essential knowledge and skills curriculum. EI (Legal) Students earning a grade of 70 or above in a course that counts for high school credit will not be allowed to repeat the course without Principal permission. Repeating semester credit will become local credit unless approved by the principal due to an extenuating circumstance.

Credit by Exam With or Without Prior Instruction

Students in grades 9-12 may receive credit-by-exam without prior Instruction if the student scores 80% on the Credit by Examination assessment for the subject in which he/she wants credit. A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 50 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course. (*refer to TISD Course Catalog*)

Students in grades 9-12 may also receive credit-by-exam with prior instruction in order to achieve credit for a class in which they were previously unsuccessful. Credit may be achieved if the student scores 70% on the Credit by Examination assessment for the subject in which he/she wants credit. Both the grades made on the exam and the grade earned in the course will be reported on the official transcript. (*refer to TISD Course Catalog for request process*)

CREDIT RECOVERY COURSES

A student who earns a course average between 60 and 69 in a fundamental core subject will be enrolled in an after school credit recovery class. Students may be referred to the credit recovery Edgenuity lab. The general goal of the Edgenuity Credit Recovery Lab is to allow students to earn back credit in one semester of a previously failed class with a grade of 60-69. Edgenuity Lab is not designed to replace regular classroom instruction. Students earning a grade below 60 must receive permission from the high school principal or designee prior to admission.

PROMOTION AND CLASSIFICATION OF HIGH SCHOOL STUDENTS

At the beginning of each year, students are categorized by classes based on their credits earned up to that date. Students transferring into the District shall receive the numerical grades that were earned in the courses at another school or entity. If numerical grades are unavailable, a conversion scale will be used. Students enrolling with incomplete records will be classified per administrative review.

A+	=	97
A	=	95
A-	=	93
B+	=	87
B	=	85
B-	=	83
C+	=	78
C	=	77
C-	=	76
D+	=	73
D	=	72
D-	=	71
F	=	69

For required elective credit, the elective class will be aligned to another elective class to the best extent possible. Physical education classes will be aligned to another physical education class to the best extent possible. In the event that the required elective class can be aligned, the student will receive a final average on the report card. If courses are not aligned, the student will only receive a semester average for each course.

Classifications are:

- Freshman Promoted/placed from 8th grade
- Sophomore..... Earned 6.5 credits
- Junior..... Earned 13 credits
- Senior Earned 19.5 credits

Each ½ (.5) credit is earned by making 70 or higher grade with a minimum of 90% attendance.

Students wishing to graduate in three years must have written approval from the high school principal prior to the beginning of their final year. Potential three-year graduates will be reclassified at the end of first semester of their last year if their credits and petition for graduation plan warrant such an action. Early graduates may be extended senior privileges at the beginning of the spring term of approved graduation year.

HOME SCHOOL

Students enrolling in the high school from a home-school program requesting specific course credit must score 70% on the Credit by Examination assessment for the applicable course with prior instruction, or must score 90% on the Credit by Examination assessment for the applicable course without prior instruction. If students are given credit in a subject on the basis of the examination; the school district must enter the examination score on the student's transcript. Students may also enroll in correspondence courses using guidelines listed in THS course catalog.