

Alamo Heights ISD

Grading Guidelines

AHISD Curriculum and Instruction Department

We are dedicated to the goal of providing a guaranteed and viable curriculum for all AHISD students. We believe all students deserve rigorous curriculum and engaging instruction. Our goal is to provide the leadership, resources, support and professional development necessary to lead all students to high achievement.

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Introduction

Grading policies and the procedures used to evaluate student learning are a prominent topic within our national discourse. In the 2018-2019 school year, AHISD conducted three Grading Symposiums with over 160 parents, faculty members, and students in attendance. The work and conversation centered on the questions of how to ensure that our grades are accurate and support student learning, and how to foster a standards-based mindset. Our AHISD Profile of a Learner challenges us to ensure that all of our students possess and demonstrate the knowledge, skills, and mindsets to be globally competitive and committed to adding value to our community and the larger world.

As we continue to move toward a standards-based mindset, we will need to consider both conceptual and practical changes. Aligning our grading procedures to our Profile of a Learner does not involve just one big change, but rather numerous small improvements over the next several years. Our goal throughout this work is to continue to engage in extensive community dialogue through a careful process of deliberate, deep, and broad engagement of stakeholders, including students, parents, faculty, and Trustees. The work from the Symposiums and campus-level discussions are compiled into this preliminary K-12 Grading Guidelines. These guidelines will serve as a starting place for continued conversations about our grading procedures. Each year, as our work with grading procedures continues, we will include additional information and procedures in the K-12 Grading Guidelines.

Mission Statement

The Alamo Heights Independent School District, the heart of our community whose passion is excellence, will educate and empower every student to excel academically and as a confident, compassionate citizen with impeccable character and a global perspective through engaging, personally challenging, and relevant experiences that inspire learning for life.

Education Code 28.0216 (State Law) and EIA (Legal) AHISD

Board Policy

The District shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. A district policy:

- Must require a classroom teacher to assign a grade that reflects the student’s relative mastery of an assignment;
- May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student’s quality of work; and
- May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

EIA (Local) AHISD Board Policy

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student’s relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guideline for grading shall be clearly communicated to students and parents.

Grading and Reporting

Grading is the process teachers use to measure student progress towards mastery of grade level TEKS. This process should include clear and consistent feedback to students to help them take ownership for their own learning goals.

Reporting is the process teachers used to communicate information to parents/guardians and students about mastery and progress towards mastery of content and skills. Reporting includes formal reporting such as report cards, progress reports, fall and spring conferences, and checklists (K-2). Reporting also includes informal reporting through anecdotal notes, emails, telephone conversations and additional conferences.

The purpose of this manual is to provide a consistent set of grading and reporting procedures.

Profile of a Learner

The AHISD Profile of a Learner is our vision for our students. The AHISD Learner Profile articulates the knowledge, skills, and attributes our students will need to pursue individual dreams and positively impact the world upon graduation.

Alamo Heights Learners:

Seek Knowledge and Understanding

- Exhibit intellectual curiosity
- Master a broad, rich curriculum
- Actively construct and demonstrate knowledge and skills
- Inherently value their own learning
- Nurture lifelong enthusiasm for learning
- Maximize resources to expand their learning environment

Develop a Healthy Sense of Self

- Engage in self-reflection to understand one's personal strengths and unique gifts
- Recognize and address personal needs and challenges
- Make thoughtful choices that cultivate fulfillment and a balanced life
- Take responsibility for personal choices, actions and mistakes
- Develop and nurture healthy, loving relationships
- Live a physically healthy life
- Openly express themselves with humility and vulnerability

Think Critically and Creatively

- Approach the world and others objectively
- Evaluate evidence and question assumptions
- Challenge existing mindsets and ways of thinking
- Identify, frame and solve multidimensional problems

Communicate and Collaborate

- Speak and write with clarity and purpose
- Graciously give and receive constructive feedback
- Listen compassionately to support others
- Listen to decipher meaning
- Assume shared responsibility in collaborative work
- Value the contributions of others
- Balance individual goals with group goals
- Work flexibly as leaders and contributors

Employ Skills for Life

- Develop strong work ethic and exhibit professionalism
- Take risks, accept challenges and value the learning that comes from failure
- Demonstrate adaptability and flexibility in an ever-changing world
- Apply learning to real-world situations
- Effectively manage time, assess progress and evaluate results
- Display grit and resilience in the face of challenge
- Exhibit exceptional character

Engage Socially and Globally

- Model a spirit of mutual respect for all
- Understand their relationship and responsibility to society
- Value diversity as a strength
- Understand and engage in local, national and global issues
- Exhibit responsible digital citizenship
- Communicate effectively in more than one language
- Add value to the world through service

AHISD True North

Among other things, the AHISD Profile of a Learner envisions that each student

“Masters a broad and rich curriculum” & “Develops a healthy sense of self”

These two goals are essential for establishing a true north for grading, a guide for ideal conditions. While there are some definitive non-negotiable grading fundamentals, most decisions about when to grade, how to grade, and what to grade vary from teacher to teacher. What one perceives as ideal may not be ideal for another. Establishing a true north prevents teachers from losing sight of big ideas that lead students to master a broad and rich curriculum and develop a healthy sense of self.

Masters a Broad and Rich Curriculum

ACCURACY- Does this grading practice accurately reflect content mastery?

- The accuracy of grades depends on the quality of assessments and the teacher’s ability to interpret the results.
- Grades must be a reflection of student proficiency, not a reward for compliance.
- Grades need to be valid.

Develops a Healthy Sense of Self

CONFIDENCE- Does this grading practice promote student confidence?

- There is a strong relationship between grading and emotions for all of us, including students.
- A focus on confidence is not about inflating self-esteem, a sense of entitlement, or an arrogant approach to learning.
- Self-efficacy and confidence contribute to the amount of effort a student is willing to put into a task.
- Confidence is about optimism, based on past achievement and effort, that develops when students believe success is possible, even if it is not immediate.
- When students are confident, they exhibit grit and persevere, even when learning is challenging.

Grading Tenets

Grading Tenets serve as parameters to guide our instructional practices, to keep us on the road and moving forward toward True North.

1. **PURPOSE:** The primary purpose of assessment and grading is to aid learning.
2. **ACCURACY:** The AHISD grading system ensures that students, families, teachers, counselors, and support specialists have the accurate information they need to make important decisions about a student's education.
3. **ACCURACY:** The AHISD grading system measures, reports, and documents student progress and proficiency against TEKS learning objectives and/or college and College Board Advanced Placement (AP) standards.
4. **ACCURACY:** Grades are only as accurate as the assessments they are based on and the accurate inferences and interpretations by the teacher examining the evidence.
5. **ACCURACY:** The AHISD grading system measures, reports, and documents academic progress and achievement *separately from* work habits, character traits, and behaviors, so that educators, counselors, parents, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs.
6. **EQUITY:** The AHISD grading system ensures accuracy and consistency in the assessment of learning, and in the assignment of grades and proficiency levels against the *same learning* standards, across students, teachers, assessments, learning experiences, content areas, and time.
7. **CONFIDENCE:** The grading system is *not* used as a form of coercion or compliance. What matters most is where students end up—not where they started out. Meeting and exceeding challenging learning standards defines success, and the best grading systems motivate students to work harder, overcome failures, and excel academically.
8. **ACCURACY-** Grades for Fine Arts students will be determined with regard to mastery of the TEKS for the particular course including performance and participation. While performance is not the only component considered during assessment/evaluation, it is a legitimate part of assessment.

AHISD Guiding Practices

Grading Tenet # 1
PURPOSE: The primary purpose of assessment and grading is to aid learning.
RECOMMENDED
Communicating learning objectives to students.
Note: Language Objectives are required in all Bilingual, Spanish Immersion, Dual Language, and ESL classrooms.
Sharing exemplars of strong work aligned to learning objectives.
Providing students with clear and compelling product standards before work begins.
Co-constructing success criteria with students before work begins.
Providing timely, descriptive, and actionable feedback to students. This should let student know where they are in comparison to the learning objective and what they need to do to reach the next goal.
Entering scores for formative (practice) assignments into TAC with a weight of 0.
Entering weighted scores into the gradebook after students have had time to practice, receive feedback, and adjust their performance.
Explicitly teaching students how to set goals and self-reflect.

NOT RECOMMENDED
Giving feedback only in the form of a single score or grade without accompanying verbal feedback.
Providing only minimal and general feedback such as a check mark, “good job”, or smiley face.
Providing only completion grades without feedback.
Taking a weighted grade on formative assignments such as a pre-test or initial practice work.
Providing students lengthy feedback without the needed time and support for student to make improvements based on the feedback.
Averaging students’ first and second attempts or reducing a grade solely because it was a second attempt.
Increasing a student’s grade solely for completing more (of the same) work or putting in more time.
Assigning a grade on an activity or performance rather than against TEKS learning objectives and/or college and AP standards (i.e. giving a grade for completing a poster rather than on the demonstration of mastery toward learning objectives reflected on the poster.)
Assigning work or tasks to students that is not directly aligned to TEKS learning objectives and/or college and AP standards

Grading Tenet #2

ACCURACY: The AHISD grading system ensures that students, families, teachers, counselors, and support specialists have the accurate information they need to make important decisions about a student's education.

RECOMMENDED

Grades entered into TAC within 5 school days for daily or routine grades.

Grades entered into TAC within 10 days for major assessments that include a lengthy written or detailed component.

Communicating with administrators, parents, and students if a specific assignment will require more than 10 school days to grade. This exception is reserved for very lengthy (greater than 10 pages) written work or highly detailed tasks that require significant time to grade and provide feedback.

Grade in TAC should be current and viewable to parents.

Phone calls and direct face-to-face communication to and from parents when there are concerns and problems.

Ongoing and consistent communication with parents focuses on strengths and areas of needed growth for individual students in terms of learning objectives.

Deadlines for reporting periods are anticipated and always met by the teacher.

Communicate with students the date in which a grade for the assignment will be posted.

NOT RECOMMENDED

Holding graded work until the end of a grading cycle to enter all at once into Teacher Access Center (TAC).

Limiting communication with parents about concerns and problems to a mode that does not allow for two-way communication such as notes home or emails.

Relying on feedback in Google Classroom as the only means of ongoing feedback to students or parents.

Supplying written summary notes in lieu of attending a parent conference, 504 meeting, or ARD. Scheduling of meetings may limit face-to-face availability of some teaching faculty, but every effort should be made to attend all parent meetings.

Grading Tenet #3

ACCURACY: The AHISD grading system measures, reports, and documents student progress and proficiency against TEKS learning objectives and/or college and AP standards.

RECOMMENDED

Aligning all assignments to the corresponding assessed learning objectives in the Year at a Glance document.

Sharing learning objectives and targeted standards with students prior to the work.

Providing additional support for students not meeting learning objectives and targeted standards.

Giving students multiple opportunities to demonstrate mastery toward learning objectives and targeted standards.

NOT RECOMMENDED

Assigning a grade on an activity or performance rather than against TEKS learning objectives and/or college and AP standards (i.e. giving a grade for completing a poster rather than on the demonstration of mastery toward learning objectives reflected on the poster.)

Assigning work or tasks to students that is not directly aligned to TEKS learning objectives and/or college and AP standards

Grading Tenet #4

ACCURACY: Grades are only as accurate as the assessments they are based on and the accurate inferences and interpretations by the teacher examining the evidence.

RECOMMENDED

Academic teams create common rubrics based on learning objectives for grading and collaboratively score anchor assignments/tasks/performances.

Regular collaboration among teams when using scoring rubrics.

Vertical teams review assignments for learning objective alignment.

NOT RECOMMENDED

Grading large amounts of work in isolation without feedback from teaching peers.

Grading large amounts of work without consistently referring back to a product standard, rubric, or exemplar to maintain fidelity to learning objectives.

Grading Tenet #5

ACCURACY: The AHISD grading system measures, reports, and documents academic progress and achievement *separately* from work habits, character traits, and behaviors, so that educators, counselors, parents, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs.

RECOMMENDED

Separating achievement grades from conduct, work completion, and collaboration.

Using comment codes on reporting documents to communicate information about behavior and work habits.

Separating achievement grades from classroom conduct, work completion, and ability to work with students and adults.

Elementary- Using conference notes to provide parents with information about behavior and work habits.

Entering an I for incomplete in TAC and then requiring the student to complete the work.

Providing interventions for students not meeting academic, behavioral, and/or work habit expectations.

Teaching appropriate classroom expectations for behavior, work completion, and ability to work collaboratively.

Providing reinforcement and ongoing descriptive feedback on conduct, work completion, and collaboration.

NOT RECOMMENDED

Deducting points from a grade as a consequence for talking or noncompliant behavior.

Giving points for criteria not associated with course expectations or state standards linked to the assignment/task/ or performance (neatness, effort, participation, etc.)

Giving points for signed papers, meeting deadlines, or bringing supplies.

Giving points for attending an after-school performance or event not associated with course expectations or state standards linked to the assignment/task/ or performance

Giving completion grades

Grading Tenet #6

EQUITY: The AHISD grading system ensures accuracy and consistency in the assessment of learning, and in the assignment of grades and proficiency levels against the same learning standards, across all students, teachers, assessments, learning experiences, content areas, and time.

RECOMMENDED

Based on AHISD Curriculum YAGs, curriculum teams (grade level or content-based) establish consistent assessment opportunities for students and common scoring guidelines based on learning objectives.

Working with curriculum teams (grade level or content-based) to plan for upcoming units of study and to preview common assessments and performance-based assignments.

Aligning all assignments to specific TEKS or college-level standards.

Collaboratively scoring unit assessments, performance tasks, and culminating events based on mastery of learning objectives.

Separating achievement grades from conduct, work completion, and collaboration.

NOT RECOMMENDED

Working in isolation when planning an upcoming unit.

Grading large amounts of work in isolation from feedback from teaching peers.

Scoring subjective tasks without a clear rubric based on learning objectives.

Grading Tenet #7

CONFIDENCE: The grading system is not used as a form of coercion or compliance. What matters most is where students end up—not where they started out. Meeting and exceeding challenging standards defines success, and the best grading systems motivate students to work harder, overcome failures, and excel academically.

RECOMMENDED

Understanding the difference between stress and pressure.

Providing students with feedback, allowing them to learn from the feedback, and resubmit work

Understanding how to use a student's Zone of Proximal Development (ZPD) to provide an appropriate level of challenge.

Ensure that course work is personally challenging for each student.

Design meaningful homework to achieve specific learning objectives.

Communication with our students about outside responsibilities is a healthy part of give and take with assignments (ie – Major concerts, out of state competitions, playoff games, etc)

NOT RECOMMENDED

Presuming that challenge is based on the management or amount of work.

Ignoring the time demands inherent in taking AP courses.

Opportunities to Improve over Prior Performance

Allowing students to improve their performance related to learning objectives is a highly effective, research-based approach (Wormeli, 2011).

Providing students with additional learning opportunities throughout a unit supports best practices in student learning and better prepares students for college and career readiness. Students increase their level of understanding by receiving and acting on descriptive feedback through multiple attempts at mastery of learning objectives (Hattie, 2009).

Campus administrators will establish guidelines for opportunities for students to improve over prior performance. This guidance will include which assignments can be redone, the number of opportunities, and the length of time to submit. Opportunities to improve over prior performance may occur partially or entirely in a different format, as determined by the teacher. The teacher will work with the students to determine the best time for the reteaching to occur, generally during the school day.

Opportunities to improve over prior performance are identified by the teacher and provided equitably to all students, if they meet the following requirements:

- Completed original assignment
- There were no academic integrity issues
- Completed all reteaching/relearning activities, as determined by the teacher.

High School Expectations for Opportunities to Improve over Prior Performance

In alignment with our Profile of a Learner, AHHS believes learners should maximize their resources to expand their learning and to value the learning that comes from failure. For our students to achieve these things we believe students should be given opportunities to re-assess their mastery of content standards on assessments within the learning unit, provided the student fulfills the requirements for reassessment as outlined in the project. A learning unit is the time frame in which standards which will be assessed are taught.

Dual Credit courses would be exempt for reassessment as they are bound by the criteria established by the cooperating college/university.

For reassessment of learning to be most effective, students should reflect on their current level of proficiency on the most recent assessment and then address areas for growth with targeted learning opportunities.

Teacher and student will develop a reassessment contract, including:

- Student name, course, period and date of reassessment request
- Original assessment unit name and original assessment date
- Student reflection on first assessment (strengths and weaknesses by standards addressed)
- Date(s) and time(s) for additional learning opportunities (tutoring, corrections, etc.) specific to each standard targeted
- Date and time of reassessment
- Signatures of student and teacher


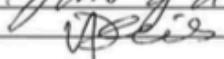
A student should request a reassessment contract within three (3) days of the posting of the grade he or she wishes to improve. If any portion of the contract is not done in the time specified or to the satisfaction of the teacher, it will become null and void at the teacher's discretion.

Below is an example of a contract to improve proficiency.

AHHS Reassessment Contract			
Name: James Davis	Date: 2/14/19	Class: Algebra	Period: 2
Assessment Unit: Linear Functions	Original Assessment Date: 2/11/19		
Date of Reassessment: 2/21/19			

Reflection of Unit Assessment	
Unit Standards	Personal Performance Reflection
3A	struggle w/ finding slope from a graph
2E	forget how to find equation from a point

Performance Growth Opportunities		
Date:	Standard Targeted	Learning Opportunity Addressing Standard
2/15/19	3A	Attend lunch tutoring (30 min)
2/18/19	3A	turn in 2 homework assignments missing
2/20/19	2E	Attend lunch tutoring (30 min)
2/20/19	3A 2E	turn in Quiz corrections

Acceptance of contract:
 Student Signature:  Date: 2/20/19
 Teacher Signature:  Date: 2/20/19

Junior School Opportunities to Improve over Prior Performance

At Alamo Heights Junior School we believe that grades accurately represent knowledge and serve as feedback on a student's proficiency level of the curriculum. Our assessment and grading practices ensure that grades are an accurate reflection of a student's proficiency on the taught curriculum.

We understand that not all students learn at the same rate and consequently may need further time and instruction to demonstrate mastery of content beyond the original assessment date.

Therefore, at AHJS the reassessment process exist as an opportunity for students, regardless of how low or how slow they started, to engage in NEW learning and demonstrate NEW levels of proficiency on previously assessed content.

The reassessment process requires student reflection on current levels of proficiency, student commitment to new learning, teacher design of new learning opportunities, and an opportunity to verify the new levels of proficiency. Below are reassessment parameters regarding timeliness, reassessment plan, and credit.

Reassessment Parameters

1. (Student Reflection) After an assessment, but within a week from receiving teacher feedback on an assessment, a student may submit a request for reassessment to their teacher (sample: <https://forms.gle/ifKN7zjADt5yELsX7>). The reassessment request will include a student's reflection on their current levels of proficiency and will have student address the areas of deficiency that should be the target of new learning.
2. (Reassessment Plan) The student and teacher will conference to develop a plan for new learning opportunities as part of the preparation for the requested reassessment. In addition to the spiraling of content in classroom instruction, new learning opportunities may be inclusive, a combination of, but not limited to the following: before/after school tutorials, lunch bunch, flex tutorials, independent research. Based on the levels of proficiency already demonstrated on the first assessment, the reassessment format may be different from the original assessment based on teacher professional judgement: test corrections, oral defense of content, test, paper submittal, other form of assessment.
3. (Timeliness) Dependent on the new evidence of learning, the student and teacher will agree upon and schedule a date for reassessment to occur. Ideally, reassessments should occur within 3 weeks from the date when feedback was received by student. However, they can occur up to the next summative assessment.
4. (Frequency) ALL students who are willing to engage in new learning, will have the opportunity to reassess up to two assessments per nine weeks.
5. Due to the recursive nature of writing, final copy essays will not be available for reassessment.

6. Similarly, project-based learning is designed to acquire and synthesize knowledge over time and will also fall outside the scope of these reassessment parameters.
7. We recognize the inherent design value of semester exams as summative assessments intend to evaluate the retention of knowledge over a period of time, and will therefore also fall outside of the scope of these reassessment parameters.
8. (High School Credit Courses) Grade level, PreAp, and PreAP/GT high school credit courses, taken as accelerated courses at AHJS, will follow the High School PreAP/GT practice.

Elementary School Opportunities to Improve over Prior Performance

- Grades for retaught concepts shall replace the original grade. In TAC, the new grade will replace the original grade and a note will be written in TAC.
- All grades recorded are to be the actual grade the student earned. There is no minimum grade.
- Purpose of reteaching is not to master an assignment but rather to demonstrate mastery of specific concepts; therefore, a redo may take varying formats.
- Teachers should use professional judgment to determine the format, time and method of reteaching and redo opportunities for all students, including students who earned above a 70.
- Students must provide evidence of new learning to earn a new grade on an assignment. Examples of this evidence include written explanation of original errors, new version of the assignment (Test Form B v/s Test Form Test A), or alternative assessment.
- Teachers may choose to have parents sign original assignment before the new assignment will be recorded in the gradebook.
- The teacher will provide the student a reasonable opportunity to redo a class assignment or examination for which a student received a **failing** grade. The teacher may require the student to participate in tutorials, redo/revise the assignment, complete an alternate assignment or any other reasonable assignment. The teacher is to record the higher of the two grades in the electronic grade book.
- There are no re-do's during the last week of the grading period.

Reporting and Parent Conferences

Communication with parents is an essential part of the student-parent-teacher partnership. Teachers continually communicate student progress both formally and informally.

Report Cards

Elementary report cards are issued to students four times a year at the end of each nine-week period in October, January, March and May. Secondary report cards are available via HAC to all students four times a year at the end of each nine-week period in October, January, March and May.

- Elementary: Checklists (K-2) and report cards (3-5) demonstrate the academic progress students are making in the form of narrative comments and accompanying grades. In grades 3-5, student transcripts show only letter grades at the end of each semester. All student reports are available on Home Access Center (HAC) in grades 3-5 and Aware in grades K-2.
- Junior School: Report cards demonstrate the academic progress students are making in their courses in the form of written comments and accompanying grades. Student transcripts show numerical grades at the end of each semester. Absences and tardies are also noted. All student reports are available on Home Access Center (HAC).
- High School: Report cards demonstrate the academic progress students are making in their courses in the form of written comments and accompanying grades. Student transcripts show numerical grades at the end of each semester. GPA, absences and tardies are also noted. All student reports are available on Home Access Center (HAC).

Progress Reports

Progress reports are intended to promote communication that allows parents, students, and teachers to develop an intervention strategy for a struggling student or to provide positive feedback related to student performance, attitude, or contributions to the classroom or school.

- Elementary: Beginning in 1st grade, progress reports are issued four times a year in September, November, February and April. Progress reports will include a grade notation and teachers may include commentary specific on students' progress.
- Junior School: Progress reports are issued eight times a year in the months of September, November, December, January, February, April and May. Progress reports will include a numerical grade and teachers may include commentary specific to your students' progress.
- High School: Progress reports are issued eight times a year in the months of September, November, December, January, February, April and May. Progress reports will include a numerical grade and teachers may include commentary specific to your students' progress.

Parent Conferences

Conferences between parents and teachers are very helpful in creating an understanding with regard to educational goals and objectives, solving problem situations, developing plans for helping students at home, and informing parents of student progress.

- **Elementary School:** Parent conferences are held twice a year in October and March. At these conferences, report cards and student progress are reviewed by the teacher and parents. Additional conferences may be scheduled.
- **Middle School:** Parents are encouraged to make appointments for conferences with staff members at any time during the school year. Parents are encouraged to request conferences periodically, especially if problems are indicated.
- **High School:** Parents are encouraged to make appointments for conferences with staff members at any time during the school year. Teachers may occasionally wish to speak with parents by telephone or in person, especially when circumstances require discussion or clarification. Students should also learn how to advocate for themselves as part of our Profile of a Learning: (Employee Skills for Life and Collaborate and Communicate). When in doubt, a student should request a meeting with the teacher to clarify learning gaps/expectations.

Grading Symbols

Grades PK-2 Grading Symbols

Students in grades Pre-Kindergarten- Second Grade receive a standards-based checklist. Learning objectives in the areas of language arts, math, science, social studies, physical education and personal/social skills are all evaluated using a three-point scale. The symbols are listed below.

- I Skill is performed consistently and independently
- D Skill is developing as expected
- R Reinforcement of the skill is needed

PK-5 Effort, Work Habits, Social Skills

Effort, work habits, social skills and grades in art, music and PE will be evaluated using the following symbols:

E - Excellent

Child consistently demonstrates outstanding effort/behavior.

S+ - Above Average

Child demonstrates above average effort/behavior.

S – Satisfactory

Child exhibits the effort/behavior expected for his/her grade level.

N - Needs Reinforcement/Improvement

Child rarely exhibits effort/behavior typical for his/her grade level. Teachers must inform parents of areas in which a student needs improvement by using comment codes.

U – Unsatisfactory

Child does not exhibit effort/behavior typical for his/her grade level. Note: Teachers must inform parents of areas in which a student needs improvement by using comment codes.

Grades 3-12 Grading Symbols

Numerical grades will be used to evaluate progress of elementary reading, written and oral communication, mathematics, social studies, and science as well as secondary courses.

90-100 - Excellent

Student is doing superior work. A high degree of individual thinking is demonstrated. The student accepts challenges and works independently.

80-89 - Above Average

Student is performing above average.

75-79 - Average

Student's performance is average for the grade level in school.

70-74 - Below Average - Passing

State minimum standards have been achieved; however, the student is performing below the average expected for the grade level in Alamo Heights. The teacher must use comment codes to identify areas for improvement.

Below 70 - Failing

The level of work is unsatisfactory, and the student has not met the expected minimum standards for the grade level. The teacher must use comment codes to identify areas for improvement.

Elementary Report Card Comments

1.	Achievement is outstanding
2.	Effort is commendable
3.	Exhibits positive behavior
4.	Participation is exceptional
5.	Student making strong progress
6.	Student making adequate progress
7.	Student not making adequate progress
8.	Student reading above grade level expectations
9.	Student reading at grade level expectations
10.	Student reading below grade level expectations
11.	Assignments differentiated
12.	Assignments resubmitted for additional credit
13.	Student attends support class
14.	Student making progress towards annual goals
15.	Incomplete classwork assignments
16.	Incomplete homework assignments
17.	Poor test performance
18.	Absences/tardies hamper achievement
19.	Conference requested/ please call the school
20.	Needs reinforcement in following directions
21.	Needs reinforcement in using time wisely
22.	Needs reinforcement in exercising self-control
23.	Needs reinforcement in respecting others
24.	Needs reinforcement in reading fluency
25.	Needs reinforcement in reading comprehension
26.	Needs reinforcement in mastering math facts
27.	Needs reinforcement in math problem solving
28.	Needs reinforcement in applying spelling skills
29.	Needs reinforcement in writing effective compositions
30.	Needs reinforcement in writing legibly

Junior School Report Card Comments

1.	Academic Achievement Exceeds Expectations
2.	Academic Achievement Meets Expectations
3.	Academic Achievement is Improving
4.	Academic Achievement is Below Expectations
5.	Test/Quiz Performance Needs Improvement
6.	Completion of Work is Needed
7.	Tutoring Required
8.	Progressing Toward IEP Goals
9.	Not Meeting IEP Goals
10.	Multiple retakes needed to demonstrate understanding
11.	Positive Class Participation
12.	Models Character
13.	Uses Class Time Wisely
14.	Needs to Focus on Productive Class Time
15.	Frequently Misses Deadlines
16.	Absences are affecting Academic Achievement
17.	Work not Turned in Regularly
18.	Initiates Learning
19.	Models Problem-Solving/Creativity
20.	Collaborates Well with Others
21.	Models Grit/Perseverance when things are difficult
22.	Sees cross-curricular/global connections
23.	Parent/Student conference requested.

High School Report Card Comments

1.	Achievement Exceeds Expectations
2.	Achievement Meets Expectations
3.	Achievement Is Below Expectations
4.	Achievement Is Improving
5.	Test/Quiz Performance Needs Improvement
6.	Completion of Make-Up Work Is Needed
7.	Tutoring Requested/Required
8.	Progressing Toward IEP Goals
9.	Not Meeting IEP Goals
10.	Multiple Retakes Needed to Demonstrate Understanding
11.	Positive Class Participation
12.	Models Strong Character
13.	Uses Class Time Wisely
14.	Needs to Focus on Productive Class Time
15.	Frequently Misses Deadlines
16.	Absences Are Hampering Achievement
17.	Academic Integrity Violation Occurred
18.	Work Not Turned in Regularly
19.	Initiates Learning
20.	Models Student Wellness/Balance
21.	Models Problem-Solving/Creativity
22.	Collaborates Well with Others
23.	Collaboration with Others Needs Improvement
24.	Struggles with Prioritizing Work/Time
25.	Models Grit/Perseverance When Things Are Difficult
26.	Sees Cross-Curricular/Global Connections
27.	Parent/Student Conference Requested.

Timeline for Entering Grades into Teacher Access Center

Teachers must post grades into Teacher Access Center (TAC) no later than **5 school days** from the day the assignment(s) were completed or turned in, with the exception of major projects or essay tests which must be posted no later than 10 school days.

Individual exceptions will be given to assignments that include a lengthy written component which requires additional grading time from a teacher. Such assignments may include, but are not limited to, research papers, written compositions, data-based inquiries, etc. In such an exception, teachers will communicate to students and parents an intended timeline for grade posting at the time the assignment is given.

Academic Integrity Guidelines and Procedures

The standard of this School District is academic integrity. Therefore, Alamo Heights ISD students shall not engage in academic dishonesty, including cheating, and plagiarism.

1. Cheating is a form of academic dishonesty that deceives or attempts to deceive a teacher with regard to tests and/or assignments. Examples of cheating include, but are not limited to the following:
 - talking or using signs and/or gestures during a quiz or test
 - copying from another student or allowing the copying of an assignment
 - passing quiz or test information to another student
 - submitting pre-written writing assignments when such assignments are to be composed in class
 - unauthorized collaboration on an assignment
 - utilizing study aids, notes, books, data, or other information, including those from electronic sources when not specifically authorized
 - using unauthorized electronic devices during assessment
 - exceeding time limits on timed assignments
 - committing computer fraud
 - sabotaging the projects or work of other students
 - offering to sell or trade work
 - multiple submissions of the same or significantly similar assignment without prior instructor approval

2. AHISD applies the University of Oxford's definition of plagiarism:
 - Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. (Oxford, 2016).

The determination that a student has engaged in plagiarism shall be based on the judgement of the classroom teacher, taking into consideration written materials, observation, or information from students (EIA LOCAL). **Plagiarism includes but is not limited to:**

- copying of the language, structure, ideas, and/or thoughts of another and passing off the same as one's own original work
- presenting as new and original an idea or product derived from an existing source
- having a parent or another person write whole or part of an essay or other assignment
- turning in someone else's work as one's own
- obtaining a pre-written essay or any portion of an essay online or by any other means
- failing to provide proper documentation
- self-plagiarism, or reusing ideas or phrases that one used in a prior work without citing that prior work

Reference:

Plagiarism. (2016). Retrieved December 12, 2016, from <https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1>.

Consequences for violations of academic integrity for all offenses (cumulative for tenure as an AHJS student; starts over for AHHS tenure, then cumulative for tenure as an AHHS student):

The teacher confers with the student, and documents the infraction as a disciplinary referral in Eduphoria. The teacher will confirm with campus administration if there have been previous violations for the students, to determine which of the following consequences are appropriate. After confirming with administrators, the teacher will call the parents to explain the infraction and the classroom consequences.

Consequences may include, but are not limited to:

First Offense (consequences must include one or more of the following):

- Redo of assignment/assessment for partial credit
- Forfeiture of reassessment privileges
- Reduced grade
- Loss of credit for assessment/assignment
- Loss of eligibility for semester exam exemptions

Second Offense (consequences must include one or more of the items listed under first offense and both of the following):

- notification to campus honor societies, e.g., National Honor Society, Student Council, etc.
- reduced conduct grade for the current nine weeks

Teachers may take into consideration the seriousness of the violation and/or past offenses.

Consequences for violations of academic integrity for the third or more offenses (cumulative for tenure as an AHJS student; starts over for AHHS tenure, then cumulative for tenure as an AHHS student):

Students committing a third violation of the Academic Integrity Guidelines shall be assigned a minimum of **three (3) days** of In-School Suspension (See also Student Handbook, Standards of Behavior, Extracurricular Code).

- Any student who commits any infraction punishable by In-School Suspension (ISS) or out of school suspension of three (3) days will be removed from all extracurricular and co-curricular activities in which he/she is participating for thirty (30) school-days. (In calculating the number of days for removal, actual school days are counted while weekends, holidays, and summer vacation are not factored in. Therefore, the consequences will carry over to the next semester or school year, if applicable.) Such student will not be able to perform or compete during that thirty (30) school-day period. However, such student may be able to attend and/or participate in practices (both during and after school) during his/her time of suspension, unless the coach, director, or sponsor determines that such participation is or becomes detrimental to the organization.

Academic integrity violations that occur if a student is enrolled in a Dual Credit course are also subject to the Academic Integrity Policy the applicable college or university.

AHHS semester exam exemption guidelines contain criteria about Academic Integrity violations, so consult those guidelines regarding semester exam exemptions.

Homework Guidelines

Elementary Homework Guidelines

- 10 minutes per night per grade level, Monday – Thursday. This includes assigned reading.
- If a child continually struggles to complete the homework within the allotted time, then the parent should contact the teacher.
- Teachers should periodically confirm with students and parents that homework is taking the expected amount of time.
- Homework or projects should not be assigned over weekends, holidays, before testing dates, nor during school vacation periods.

Elementary Minutes per week per grade		
Kinder	0	
1 st grade	40	includes assigned reading
2 nd grade	80	includes assigned reading
3 rd grade	120	includes assigned reading
4 th grade	160	includes assigned reading
5 th grade	200	includes assigned reading

See AHISD Homework Guideline for additional details

http://www.ahisd.net/students_parents/homework_guides

Secondary Homework Guidelines

While the time needed for a particular homework assignment will vary according to each student, the guidelines below are meant to set broad parameters within which teachers, students, and parents may estimate time according to the “typical” student. Since no student is “typical,” a rule of thumb for teachers should be to gauge how much time the assignment would take most students to complete. Some students work at a faster pace, and other students work at a slower pace. Teachers should periodically confirm with students and parents that homework is taking the expected amount of time.

Junior School Weekly Target Times Per Course*							
		RDG	ELA	SC	SS	MATH	LOTE
Grade Level	6 TH GRADE	80	40	40	40	100	
	7 TH GRADE	100	50	50	50	110	
	8 TH GRADE		90	60	60	120	60
PreAP	6 TH GRADE	80	40	40	40	100	
	7 TH GRADE	120	60	60	60	120	
	8 TH GRADE		110	100	100	150	80

*The times listed above are not weekly maximums; they are averages over a unit of study

**Courses not listed here should use course guidelines for similar courses. For example, speech should follow grade level ELA, food science should follow grade level science, etc.

*** ELA= English Language Arts; SC = Science; SS =Social Studies; LOTE = Languages Other Than English

High School Weekly Target Time Per Course*						
		ELA	SC	SS	MATH	LOTE
Grade level	9 TH GRADE	110	110	110	120	90
	10 TH GRADE	110	110	110	120	90
	11 TH GRADE	120	120	120	120	120
	12 TH GRADE	120	120	120	120	120
PreAP	9 TH GRADE	180	180	180	180	180
	10 TH GRADE	180	180	180	180	180
	11 TH GRADE	210	210	210	210	210
	12 TH GRADE	210	210	210	210	210
AP	9 TH -12 TH	240	240	240	240	240

*The times listed above are not weekly maximums; they are averages over a unit of study

**Courses not listed here should use course guidelines for similar courses. For example, speech should follow grade level ELA, food science should follow grade level science, etc.

*** ELA= English Language Arts; SC = Science; SS =Social Studies; LOTE = Languages Other Than English

- All homework impacts learning and will be assessed, but not all homework needs to be recorded as a grade.
- Homework should be returned prior to a summative assessment so that meaningful learning can occur.
- Homework, generally, is formative assessment of what a student knows at a particular point in time. While it may be graded, grades on homework for formative assessment should not count as more than 25% of the student’s cycle grade.
- Meaningful and purposeful homework enhances learning and provides feedback about learning.
- When completed late, but prior to the summative assessment, it should be accepted and graded. Teachers are not required to give full credit to late work.
- If teachers assign group work outside of class, students should have the option to work individually.

See AHISD Homework Guideline for additional details

http://www.ahisd.net/students_parents/homework_guides

Attendance and Make Up Work

Make Up Work – Make-up work will be provided to students upon returning from an absence. Students have two school days to complete the make-up work for credit. Teachers may use discretion and professional judgment when assigning and grading make-up work. All decisions will be based on what is in the individual child’s best interest.

Reporting to Parents – Report cards, checklists and progress reports are completed for every student who has been in attendance for at least 15 days during the grading term. Specific attendance for each student will be documented each nine weeks on the checklist (K-2) or the report card (3-12).

Final Credit – To receive credit or a final grade in a class, a student in kindergarten – grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days of the class offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student’s absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student’s absences.
- The committee will consider whether the absences were for reasons over which the student or the student’s parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.
- The student or parent may appeal the committee’s decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG(LOCAL).

Advanced Academics (EIC LOCAL)

The District shall categorize and weight courses as Advanced and Grade-Level in accordance with provisions of this policy and as designated in appropriate District publications.

Eligible Advanced Placement (AP), Pre-AP, gifted and talented, and designated dual credit courses shall be categorized and weighted as Advanced courses.

All other eligible courses shall be categorized and weighted as Grade-Level courses

The District shall assign weights to semester grades and shall calculate a weighted numerical grade average in accordance with the following scale:

Category	Weight
Advanced	Multiplied by 1.1
Grade-Level	Multiplied by 1.0

All failing grades shall be multiplied by 1.0.

The District shall record unweighted numerical grades on student transcripts.

Beginning with students in the graduating class of 2019, the calculation of class rank shall exclude grades earned in a course for which a pass/fail grade is assigned; summer school courses not taken in the District; night school courses; courses taken outside of the United States that are not IB courses or courses from a Department of Defense school; distance learning courses, including traditional correspondence courses; or through credit by examination, with or without prior instruction.

Transferring Grades into AHISD

For students transferring into AHISD, grades are accepted based on the intent of the sending school. Numerical grades earned from an accredited school will be accepted. Alpha grades will be transferred as denoted in the conversion table. Counselors will contact the sending school for all other symbols.

A+	97		C+	77
A	95		C	75
A-	90		C-	70
B+	87		D+	67
B	85		D	65
B-	80		D-	60
			F	55

If a student transfers within a 9-weeks grading period, the grade average for each transfer course will be counted proportionate to the number of weeks in the grading period. For example, a student transfers to AHISD during the third week of the nine weeks with an 80 average in science. The 80 will be counted three times, and the average the student earns in the course at AHISD (75 for example) will be counted six times. The total will be divided by nine to get the average.

Student's transferring average	X	# Weeks in sending school	+	Student's AHISD earned average	X	# Weeks in AHISD school	÷	9	=	Final Nine Week Average
(80	X	3)	+	(75	X	6)	÷	9	=	77

When a student transfers semester grades for courses that would be eligible under the Grade-Level category and the District has accepted the credit, the District shall include the grades in the calculation of class rank. When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign weight to the grades based on the categories and grade weight system used by the District if the same courses are offered to the same class of students in the District. (EIC- Local)