



**DESOTO
INDEPENDENT
SCHOOL
DISTRICT**

2023-2024

DISTRICT GRADING GUIDELINES

OUR MISSION

The mission of DeSoto ISD is to ensure students, without exception, learn and grow at their highest levels.



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Introduction

The DeSoto ISD Grading Policies and Regulations are published for the following reasons:

- Law and policy require the district to establish procedures to ensure that grades are reflections of essential knowledge and skills mastered.
- Grading must be as consistent as possible from teacher to teacher and from school to school within the district to assure fairness.
- Students and their parents have a right to know precisely how grades are determined.
- Grading has serious implications for individual students, for the school, and for the district and the community as a whole.
- Regulations are an essential support for teachers in the event a grade is challenged.

These guidelines, supported through Board policies, outline broad parameters that allow teachers enough flexibility to fit the needs of their particular course requirements. This applies to all teachers in all subject areas across the district. Exceptions must be cleared through the building administration and kept on file in the principal's office. Teachers must become familiar with the contents of this document to ensure fairness and standardization across the district. Parents will have access to these guidelines through the district internet site. Also, these guidelines should be discussed with students so they can understand exactly what the procedures are for determining the grades in any particular class **EIA (Local)**.

Discrimination Policy

In accordance with Title VI-Civil Rights Act of 1964; Title IX-Education Amendment of 1972; Section 504 - Rehabilitation Act of 1973; and Title II - Americans with Disabilities Act of 1992, the DeSoto Independent School District does not discriminate on the basis of race, color, religion, gender, national origin, age or disability.

Credit by Exam

(No prior Instruction)

What is a Credit by Exam?

Credit by Exam (CBE) are online assessments that are aligned to the Texas Essential Knowledge and Skills (TEKS) and provide students with an opportunity to accelerate to the next grade level or earn course credit without having received prior instruction in the grade level or course. According to **HB 2694/SB 1365**, which amends **Sections 24.092** and **28.023** of the **Texas Education Code**, a school district shall approve at least four examinations for acceleration or for credit for each academic subject. According to Texas state law, students may attempt acceleration two times, one attempt per testing window for the same grade/subject. After two attempts, the student must take the full course. Each assessment must satisfy **SBOE** guidelines. **EHDC (Legal) EHDC (Local)**.

Who is Eligible to take a Credit by Exam for Acceleration?

Students must be entering grades 1 through 12 in a DeSoto ISD school and attending, if school is in session, in order to be eligible to test. The only students that should take a CBE assessment **are those who display an extremely advanced level of understanding of the learning objectives** assessed on the exam for acceleration which will be the grade level/course above the grade level/course in which the student is currently enrolled. The exam is not designed for grade level recovery when a student is retained in a previous grade level. Credit by Exam is free to any student enrolled in a DeSoto ISD school. **Students who did not pass any portion of the most recent STAAR tests are not eligible to test for acceleration.**

Once a CBE has been passed, it may not be taken again. Students may only accelerate in one course per subject per testing window. (Example: a 4th-grade assessment and a 5th-grade assessment cannot be taken in the same testing window). A student may take a specific assessment only once during each window.

Students entering kindergarten will notify the counselor during registration to request a CBE to be administered during the first six weeks of school.

DeSoto ISD shall provide opportunities for a student who is homeless or in substitute care who transfers to the district after the start of the school year to be administered CBE at any point during the school year. **19 TAC 74.24(a)(2)**

What is the criteria for Credit by Exam assessments?

- Students must have **not** received prior instruction for the applicable grade.
- Students must have obtained the performance level, indicated below, on their most recent assessment(s):
 - **ON TRACK** on CIRCLE and/or TX-KEA (PK-K)
 - **DEVELOPED** on TPRI/TEJAS LEA (1-2)
 - **RIT Score representing 80th Percentile or higher** on MAP Growth Assessments (K-12)
 - **MASTERS** on STAAR or STAAR EOC assessments (3-12)
 - Students that **DO NOT** pass **ANY** portion of the above exams are not eligible.
- The student's parent or guardian gives written approval of the acceleration testing by completing the CBE application. Requests for applications are made through the counselor.

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- Counselors will review the student's assessment/performance data to determine if a student is eligible (this includes social-emotional observations).
- **Kindergarten acceleration to Grade 1:**
 - Students must be five years of age by September 1 of the school year.
 - Students must enroll in the DeSoto ISD kindergarten program and apply for CBE with the counselor at the time of registration.
 - Students must score **80% or above** on a criterion-referenced test from Texas Tech University, University of Texas, or other testing instruments approved by the Teaching and Learning Department.
 - Students must receive recommendations from the kindergarten or preschool the student attended.
 - Students must demonstrate mastery of kindergarten readiness and social development skills per the EOY progress monitoring state approved assessments (i.e. CIRCLE or TX-KEA).
- **Grades 1-5:**
 - Students must score **80%** on a criterion-referenced test from Texas Tech University, University of Texas, or other testing instruments approved by the Superintendent or designee for the grade level in each of the following areas: Language Arts, Math, Science and Social Studies. Students are encouraged to review the course study guide on the university websites.
 - [University of Texas](#)
 - [Texas Tech University](#)

Accelerate out of 1st Grade	<ul style="list-style-type: none"> ● Current Kindergarten student with a desired outcome of Second grade ● Click here for First Grade TEKS
Accelerate out of 2nd Grade	<ul style="list-style-type: none"> ● Current First grade student with a desired outcome of Third grade ● Click here for Second Grade TEKS
Accelerate out of 3rd Grade	<ul style="list-style-type: none"> ● Current Second grade student with a desired outcome of Fourth grade ● Click here for Third Grade TEKS
Accelerate out of 4th Grade	<ul style="list-style-type: none"> ● Current Third grade student with a desired outcome of Fifth grade ● Click here for Fourth Grade TEKS
Accelerate out of 5th Grade	<ul style="list-style-type: none"> ● Current Fourth grade student with a desired outcome of Sixth grade ● Click here for Fifth Grade TEKS

- **Grades 6-12**
 - **Grades 6-8** students must score **80%** on each of the following tests:
 - Language Arts, Math, Science and Social Studies and complete forms for the campus Grade Placement Committee to review for acceleration to the next grade.
 - Students must have **NOT** received prior instruction for the applicable grade.
 - **Grades 9-12** students must score **80%** or above on each semester examination for high school credit.
 - Students must have **NOT** received prior instruction for the applicable courses.

- If the course is an EOC course (Algebra I, Biology, English I, English II, and US History), then the student is not required to take an applicable EOC exam.

Committee Recommendations

All applicable forms, data, assessments must be completed prior to the Grade Placement Committee (GPC) convening. The Grade Placement Committee (Principal, Counselor, and grade level Teacher) will make a recommendation for placement based on the criteria and documentation. Placement to a new grade will only occur at the start of a school year, regardless of when a CBE assessment is taken.

How Does a Student Register for a Credit by Exam?

- All requests for Credit by Exam **must** be made through the campus counselors. Counselors will provide applications and information regarding the eligibility.
- Counselors will review student assessment/performance data to determine if a student is eligible (this includes social-emotional observations).
- Completed applications must be returned to the campus counselor who will verify application prior to submitting to the Department of Assessment and Evaluation.
- All applications must be submitted by the **4:00 p.m.** deadline for each assessment window.
- The counselor will notify the parent/guardian if the student's application has been approved or denied. If approved, the counselor will share the specific assessment dates and times. All assessments will be administered at the student's home campus.
- The Assessment and Evaluation Department will submit the assessments for scoring.
- Assessment results will be made available to the counselor after scoring is completed.
According to the Federal Educational Rights to Privacy Act (FERPA), no information on results may be released by phone.
- Students will be placed according to the GPC's recommendation. Placement to a new grade will only occur at the start of a school year, regardless of when a CBE for acceleration is taken.
- Students who register and do not report for exams may forfeit future opportunities for testing.

Where is the Exam for Acceleration Administered?

- All assessments will be administered at the student's home campus.
- All assessments will be administered quarterly by the CTC according to the assessment window.
- Grades 1-8 testing takes approximately two days.
- Grades 9-12 testing takes approximately two hours per test.
- Students who register and do not report for exams may forfeit future opportunities for testing provided there are no extenuating circumstances.

Assessment Windows

- Assessments will be given at least four times a year according to the assessment windows established by the state.
- Placement in a new grade will only occur at the start of a school year regardless of when the CBE are taken.
- Students who register and do not report for exams may forfeit future opportunities for testing.

State CBE Windows	Application Deadline	District CBE Windows
<i>July 1 - September 30</i>	<i>August 15</i>	Aug. 21 - Sept. 1
<i>October 1 - December 31</i>	<i>September 22</i>	Oct. 23 - Nov. 2
<i>January 1 - March 31</i>	<i>January 29</i>	Feb. 26 - March 8
<i>April 1 - June 30</i>	<i>May 10</i>	June 10 - June 13

Resources (pulled from TEA website)

- [Frequently Asked Questions \(FAQs\)](#)
- [TEC, §28.023](#)
- [TAC, §74.24, Credit by Examination](#)
- [Texas Tech University ISD](#)
- [The University of Texas at Austin High School](#)

***This document/website is updated periodically as new information is available. Refer back periodically for changes to the calendar and course requirements. For general questions about Credit by Exam or to register for testing, please contact the students' school counselor.*

Abbreviations

- CBE - Credit by Exam (Examination)
- CTC - Campus Testing Coordinator
- GPC - Grade Placement Committee
- TEA - Texas Education Agency
- TEKS - Texas Essential Knowledge and Skills
- SBOE - State Board of Education
- TEC - Texas Education Code
- TAC - Texas Administrative Code
- FERPA - Federal Education Rights and Privacy Act
- TTU - Texas Tech University
- UT High School - University of Texas at Austin High School

Placement of New Students Entering the District

(Prior Instruction)

Accredited Schools

The parent or guardian of a student enrolling in the District from an accredited public, private, or parochial school must provide evidence of prior schooling outside the District. The student will be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal will determine final grade placement.

Accredited is defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner.

Non-Accredited, Private, Parochial, Home Schools

A student enrolling in the District school from a non-accredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. According to board policy, transfer students from non-accredited private public, private, or parochial schools, including homeschools, are required to validate courses for credit by testing in those courses. Students will be tested using a Credit by Exam or another district approved assessment at no cost to the student. **FD (Local), FD(Local)**

What is an Exam for Placement?

Exam for Placement (EFP) is only available for students “New to the District” from Non-Accredited, Private, Parochial, or Home School. It is **NOT** an option for credit recovery. Students needing to recover credits will need to see their counselor for options.

Valid homeschooling exempts a student from compulsory attendance laws, but does not mean public schools shall accept homeschooling curricula as meeting the state standards without verification through objective testing.

In keeping with the Credit by Examination for Placement procedures of DeSoto ISD, the district will utilize these procedures for the awarding of limited credit.

The exam for placement is not an option for student retention.

What is the Criteria for Grade Placement?

Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel;
2. Recommendation of the sending school;
3. Prior academic record;
4. Chronological age and social and emotional development of the student; and
5. Other criteria deemed appropriate by the principal.

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Counselors should collect paperwork from new students entering DeSoto from non-accredited school settings during registration.

New students may request testing upon enrollment. Counselors must submit a request for testing to the Research, Evaluation, and Design department. Tests will be ordered by Research, Evaluation, and Design and testing instructions will be sent to the campuses. Tests will be sent for scoring. Students are placed as appropriate when scores are received.

- Incoming Grade 2-5 students will take and must meet requirements on the reading/language arts, mathematics, science, and social studies tests for the prior grade level.
 - To receive credit for the last year of a non-accredited public, private or parochial school, including homeschool, and be enrolled in the next grade level, students must:
 - Score 70% or higher on each of the following exams: Reading/Language Arts, Math, Science, and Social Studies, and
 - Score an overall 70% or higher for the four tests as validated by the campus principal.
- Incoming Grade 6 students will take and meet requirements on the reading/language arts, mathematics, science and social studies tests.
 - In order to receive credit for the last year of nonaccredited private/home schooling and be enrolled in the next grade level, student must:
 - Score 70% or higher on each of the following tests: Reading/Language Arts, Math, Science, and Social Studies, and
 - Score an overall average of 70% or higher for the four tests as validated by campus Principal.
- Incoming Grade 7–9 students will take and meet requirements on the reading/language arts, mathematics, science, and social studies tests.
 - In order to receive credit for the last year of nonaccredited private/home schooling and be enrolled in the next grade level student must:
 - Score 70% or higher on three of the four tests, and
 - Score an overall average of 70% or higher for the four tests.
 - Grade 8-9 students must master the appropriate EOC tests if applicable.
- Incoming Grade 10–12 students must score 70% or higher on appropriate semester exams to receive credit for all courses taken outside of an accredited school.
 - Grades 10–12 students must master the appropriate exit level EOC tests.

Students who are enrolled in a homeschool setting for less than a school year and who attended DeSoto schools within the previous school year may be placed by a committee of the campus principal, counselor, and other campus professional at an appropriate level and their progress assessed.

Where is the Exam for Placement Administered?

- Grades 2-12 tests will be administered at each home campus.
- Grades 2-8 testing takes approximately two days.
- Grade 9-12 testing takes approximately two hours per test.

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Placement Recommendations

Incoming students will be placed in the requested grade level per entrance records, pending test results. Test data must indicate student learning of previous grade level Texas Essential Knowledge and Skills (TEKS) as necessary for success in requested grade level.

Students who do not meet placement criteria will be placed in the grade level consistent with student performance rather than requested grade level. See below for grade level placement decisions.

Grade	Timeline Entering the District	Testing and Placement Decision
Kindergarten students who are five* years old on or before September 1	August – May	Placed in Kindergarten; no testing required *must meet age requirements
First grade students who are six* years old on or before September 1	August – May	placed in first grade; no testing is required. *must meet age requirements Exception: First Grade student who is not six years old on or before September 1 but who has been enrolled in an accredited, out- of-state school in first grade during the same year should be enrolled in first grade despite young age.
Grades 2- 9	First semester of the school year	Exam for Placement test of previous grade only. Place in current grade and do not test current grade.
Grades 10–12	First semester of the school year	Exam for Placement test on all previous high school courses and place in current grade/courses.
Grades 2-8	Second semester of the school year	Place in the current grade and administer the EFP test for that grade at the end of the year.
Grades 9-12	Second semester of the school year	Place in current grade/courses and administer EFP test on all previous high school courses

Grade Reporting

The District shall determine instructional objectives that relate to the Texas Essential Knowledge and Skills (TEKS) for grade level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses. Reduction or threat of reduction, of grades or academic standing for disciplinary purposes may not be used. **EIA (Local)**

Academic Honesty

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

Attendance

Regular school attendance is essential for the student to make the most of his or her education – to benefit from teacher-led activities, to build each day's learning on that of the previous day, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Compulsory attendance age continues through a student's 19th birthday. **FEA (Legal)**

A student absent from school shall provide a note (within five [5] days to the school attendance clerk) or parent telephone call, that describes the reason for absence. The note shall be signed by the student's parent or guardian. When a student's absence for personal illness exceeds five days, the student shall present a statement from a physician or health clinic verifying the illness or condition that caused the extended absence from school.

Students enrolled in Grades K-12 cannot receive credit or final grade for a class unless they have been in attendance for at least 90% of the days that the classes were offered (HB5). For the current school year, a student in the DeSoto ISD may not miss more than eight (8) days in the first semester and no more than nine (9) days in the second semester for courses computed on a semester basis or not more than 18 days in the school year for courses computed on a yearly basis.

Parents are responsible for keeping documentation and providing documentation (within five [5] days to the school attendance clerk) to the school when a child is absent.

State Law and Board policy permit certain absences, including:

- An extra-curricular activity or public performance, approved by the District's Board of Trustees.
- Required screening, diagnosis, and treatment for Medicaid-eligible students.
- Observance of religious holy days, including travel for that purpose.
- A documented health care appointment – if the student begins classes or returns to school on the same day as the appointment.

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- A temporary absence resulting from any cause acceptable to the teacher, principal, or Superintendent, including personal illness, or illness or death in the immediate family.
- A juvenile court proceeding documented by a probation officer.
- An absence required by state or local welfare authorities.
- Activities related to obtaining United State citizenship.
- Service as an elections clerk.
- A family emergency or unforeseen or unavoidable instance requiring immediate attention.
- An approved visit to a college campus.
- Out with life threatening illness with documentation from doctor
- Visiting a drivers license office to obtain a driver's license or learner permit

The Board shall establish an attendance committee or as many committees as necessary for efficient implementation of Education Code 25.092.

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 in any class drops below 90% of the days the class is offered. When a student's attendance drops below 90% of the days the class is offered, the student, parent, or representative may request an 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.

A student who is in attendance for at least 75 percent but less than 90 percent of the days a class is offered may be given credit or a final grade if the student completes a plan approved by the school's principal that provides for the student to meet the instructional requirements of the class. However, a student under the jurisdiction of a court in a criminal or juvenile justice proceeding may not receive credit or a final grade without the consent of the judge presiding over the student's case.

Students who have lost credit because of excessive absences may regain credit by fulfilling the requirements by the attendance committee. **FEC (Local)**

If the student has established a questionable pattern of absences, the attendance committee may also require a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances.

Guidelines on Extenuating Circumstances:

The attendance committee shall adhere to the following guidelines to determine attendance for credit:

1. All absences shall be considered in determining whether a student has attended the required percentage of days. If make-up work is completed, absences for religious holy days and health care appointments shall be considered days of attendance for this purpose.
2. A transfer or migrant student incurs absences only after his or her enrollment in the District.
3. In reaching consensus regarding a student's absences, the committee shall attempt to ensure that its decision is in the best interest of the student.
4. The Superintendent or designee shall develop administrative regulations addressing the committee's documentation of the decision.
5. The committee shall consider the acceptability and authenticity of documented reasons for the student's absences.
6. The committee shall consider whether the absences were for reasons out of the student's or parent's control.
7. The committee shall consider whether the student has completed assignments, mastered essential knowledge and skills, and maintained passing grades in the course or subject.
8. The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit.

Imposing Conditions for Awarding Credit:

The committee may impose any of the following conditions for receiving credit lost because of excessive absences:

1. Completing additional assignments, as specified by the committee or teacher.
2. Satisfying time-on-task requirements before and/or after school.
3. Attending tutorial sessions as scheduled.
4. Attending Saturday classes.
5. Maintaining the attendance standards for the rest of the semester.
6. Taking an examination to earn credit.

In all cases, the student must also earn a passing grade to receive credit.

Appeals Process: A parent or student may appeal the decision of the attendance committee in accordance with **FEC(Local)** beginning at Level Three.

Credit For Summer School

Summer school credits earned in pre-approved summer school courses may count toward the requirements for grade promotion. **EDHE(Local)**

All course work must be completed prior to the first day of classes of the new school year in order for the credits to be counted. If this work was completed, but the grade report was not received prior to the first day of school, the student can begin participation when a school official receives either written or verbal notification that the student has passed and the credit has been awarded. Until that official word is

obtained, the student is not eligible. A student may earn a maximum of two state required credits through correspondence courses and may be enrolled in only one correspondence course at a time.

Summer school and/or correspondence course credits earned in pre-approved summer school and/or correspondence courses may count toward the requirements for grade promotion and for eligibility for participation in extracurricular activities. Prior to enrollment in correspondence to courses, a student shall make a written request to the principal or designee for approval to enroll in the course. If approval is not granted prior to enrollment, the student shall not be awarded credit toward graduation. **EDHE(Local)**

All course work, including the final examination, must be completed prior to the first day of classes of the new school year in order for the credits to be counted. If this work was completed, but the grade report was not received prior to the first day of school, the student can begin participation when a school official receives either written or verbal notification that the student has passed and the credit has been awarded. Until that official word is obtained, the student is not eligible. A student may earn a maximum of two state required credits through correspondence courses and may be enrolled in only one correspondence course at a time.

Grading Components

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. Teachers will assign a grade that reflects the student's relative mastery of an assignment.

These academic grading components include numerous data collected on each student. These items may include but are not limited to the following:

- Traditional essay examinations with general questions
- Essay examinations with definite questions
- Short-answer objective tests or quizzes
- Problem-situation tests
- Oral presentations
- Projects or independent study
- Analysis of creative products

- Compositions appropriate to the subject area
- Journals or learning logs
- Daily recitations or homework papers
- Demonstrated proficiency in English usage
- Skills demonstrations or performances
- Teacher observations of participation
- Oral testing, as appropriate

When assigning items that contain a high level of subjectivity for grading (i.e. book reports, projects, oral presentations, etc.), grading rubrics shall be developed and provided to the student at the time the assignment is given.

Grading Guideline EIA (Legal, Local)

Teachers will assign a grade that reflects the student's relative mastery of an assignment.

Every teacher must keep a record of grades and must submit grade information to the principal according to established deadlines for each reporting period. Records of grades must be available for the principal's and/or his/her designee's review and must be turned in to the principal for filing at the end of the semester and/or school year. Teachers must carefully label each line of grades so that anyone who examines the record can easily determine how the grades were computed. Teachers may keep a printed copy of the computer grade report as a copy of the students' grades.

Numerical grades earned indicate the following levels of achievement:

A	90-100	Excellent
B	80-89	Good
C	70-79	Satisfactory
F	Below 70	Failing

No grade over 100 may be recorded on the report card or on the academic achievement record. Grades cannot be lowered for non-academic reasons including but not limited to the following:

- No name on the paper
- No header on paper
- Date missing

Pre-Kindergarten (Pre-K) and Kindergarten

The academic achievement and conduct of pre-kindergarten and kindergarten students shall be filed in each student's permanent school record.

Grades 1–5

The academic achievement of students in grade levels 1-5, in all subjects, shall be recorded and reported to parents as numerical grades. Conduct grades and the number of absences and tardies shall be recorded and reported to parents at the end of each grade reporting period. Physical education, music, and art grades will be reported as letter grades (E, S, N, U).

Grades 6-12

The academic achievement of students in grades 6-12, in all subjects, shall be recorded and reported to parents as numerical grades. Conduct grades and the number of absences shall be recorded and reported to parents at the end of each grade reporting period. *Academic achievement should never be changed because of marks in conduct.* **EIA (Local)**

Grading of Extracurricular Activities - Secondary (Grades 6-12)

Extracurricular activities are defined in the TAC 76.1001(a) as “an activity sponsored by the University Interscholastic League (UIL), the school district board of trustees, or an organization sanctioned by resolution of the board of trustees. The activity is not necessarily directly related to instruction of the essential knowledge and skills but may have an indirect relation to some areas of the curriculum. Extracurricular activities include, but are not limited to, public performances, contests, demonstrations, displays and club activities, with the exception of some public performances.”

An activity shall be subject to the provisions for an extracurricular activity if any one of the following criteria apply:

- the activity is competitive;
- the activity is held in conjunction with another activity that is considered to be extracurricular;
- the activity is held off campus, except in a case in which adequate facilities do not exist on campus;
- the general public is invited; or
- an admission is charged.

Ineligibility/Participation:

A student ineligible to participate in an extracurricular activity, but who is enrolled in a state approved course that requires demonstration of the mastery of the essential knowledge and skills in a public performance, may participate in the performance subject to the following requirements and limitations.

- Only the criterion listed in paragraph (1) (D) of TAC 76.1001(a) subsection applies to the performance.
- The requirement for student participation in public is stated in the essential knowledge and skills of the course.

Extracurricular Grading Guidelines:

- The teacher may assign grades for student work completed in connection with an extracurricular activity if the lesson plans reflect the activity as an integral part of the instruction relating to the teaching of the essential knowledge and skills of the course.
- A teacher may require attendance for extracurricular activities as for a regularly scheduled class.
- A student absence from an extracurricular activity may be excused or unexcused according to the policy of the school district.
- Teachers must consider all factors in determining whether an absence should be considered excused or unexcused. The principal should be asked to assist with difficult cases.
- Since the performing experience cannot be reconstructed, the make-up work assigned should be appropriate in length and of educational value to the student.
- Students should be informed of outside extracurricular activities and performances as far in advance of the date as possible to facilitate family scheduling.

Before enrolling in a middle or senior high school varsity organization, students should be informed that the inability to participate in extracurricular activities could appreciably affect his/her grade in the course.

Make-up Work due to Absence

Regular attendance is a factor that can affect the determination of a student's grade. Students shall be permitted to make up assignments and tests after absences according to Board policy FEC (Local) and the district grading guidelines.

Guidance

- Students shall receive credit for satisfactory make-up work after an absence but shall receive a zero for any assignment or test not made up within the allotted time.
- There are no grade penalties for make-up work after a suspension.
- Grading guidelines for late or missing work do not impact work turned in late because of an absence. The district expects students to turn in assignments at the appropriate time. Grades in DeSoto ISD are based on mastery of The Texas Essential Knowledge and Skills (TEKS).
- The major responsibility for making up work lies with the student. Upon return to school after an absence, the student shall be responsible for obtaining and completing the makeup work in a satisfactory manner and according to the guidance specified below.

Grades K-5

Students will be given one day for each day absent to make up work for an absence. Any extenuating circumstances, for example extended illnesses or accidents, may be given individual consideration by the campus principal. For example,

Length of Absence	Days Allowed to Make Up Work
One-day Absence	Two days after the return of school
Two-day Absence	Three days after the return of school
Three-day Absence	Four days after the return of school

Grades 6-8

Students will be given one day for each day absent to make up work for an absence. Any extenuating circumstances, e.g. extended illnesses or accidents, may be given individual consideration by the campus principal.

Grades 9-12

Students have one day for each day the class is offered absent to make up work for an absence with the following exceptions:

- Previously announced tests or work is due upon the student's return to school or specific class if on a block schedule. Any extenuating circumstances, e.g. extended illnesses or accidents, may be given individual consideration.
- Students absent for school-related activities are expected to make up or turn in all previously assigned work on the day they return to school or specific class if on a block schedule. Coaches and sponsors of extra-curricular activities should make teachers aware of situations where students may be absent while representing the school.

Late Projects

Teachers may assign a late penalty to any project turned in after the due date in accordance with previously established guidelines approved by the principal and disseminated to students.

Guidelines For Minimum Number of Grades

A sufficient number of grades should be taken to accurately reflect the progress of each student. These grades could be given from among the following areas: tests, homework, in-class participation, class work, and performance grades. **EIA (Local)**

During each grade reporting period, the following minimum number of grades need to be taken.

Pre-Kindergarten and Kindergarten

Grades are not recorded in the kindergarten classes. PK and K report cards will be used which includes a checklist to document mastery of skills.

Grades 1-2

In first and second grade, all grades will be averaged to determine the final grade for each reporting period. During each grade reporting period, a minimum of two (2) grades per week must be taken in all core areas.

Grades 3-5

- In third through fifth (3-5) grade, during each grade reporting period, there should be a minimum of two (2) grades per week and three (3) major grades per grading period in all core areas.
- Daily grades will be averaged and constitute 70% of the grade reporting period grade.
- Major grades which may include any combination of the following: chapter tests, major skills tests, and other major projects (i.e. projects that require several days of independent work on the part of the student), such as multiple draft compositions, cumulative journals, research papers, models, and performance, etc., will constitute 30% of the grade reporting period.
- Common Assessments will count as a major grade.
- Homework and Benchmarks will count as a daily grade.
- Unit Pretest will NOT be counted as a grade; however, unit post-test can be counted as a daily grade.

Unit Assessments

Unit assessments will be conducted at the beginning and ending of a unit of student. It will be used to indicate a student's level of understanding of the content in that before and after instruction.

- **Pretests** are given before the unit and should not be counted as a grade.
- **Posttests** are given once a unit of study is complete and can be used as a formative assessment or demonstration of learning for the content.
- Neither assessment will be counted as a major test grade.

Grades 6-12

- In grades 6-12, teachers should take a minimum of 2 grades per week per the grade reporting

period and 3 major grades per grading period.

- In grades 6-12, daily grades will be averaged and constitute 60 percent of a grade reporting period grade.
- Grade 9-12: Teachers should record no fewer than 2 grades per week per subject, with a minimum of 18 grades per subject per six weeks.

Major Grades

Major grades may include any combination of the following:

- Chapter tests
- Major skills tests
- Major projects (i.e. projects that require several days of independent work on the part of the student), such as multiple draft compositions, journals, research papers, models, and performance
- Common Assessments

Daily Grades

Daily grades may include any combination of the following:

- Homework
- Benchmarks
- Journals that are small part of classwork or daily in nature
- Learning logs
- Bellringers

Unit Pretest will NOT be counted as a grade, however unit post test can be counted as a daily grade.

Retesting Guidelines

Re-teaching is defined as another presentation of content, usually to provide an additional opportunity for a student to learn. Re-teaching may vary from subject to subject or from class to class, even from student to student. It may be as simple as repeating the concept. If the student still does not understand the concept, the teacher might use different materials or modalities to present the concept again. If the initial instruction was primarily visual, the reteach activity might be manipulative. If the teacher used the deductive approach initially, the reteach activity might use the inductive approach. In this way, the student will gain a new perspective on the task.

Retesting Course of Action

- When a student fails (earns below 70%) any mastery test, the teacher has the responsibility to reteach the essential knowledge and skills not mastered.
- Re-teaching and reassessment may be of a formal or informal nature and should be an on-going process during the direct instruction and guided practice portions of any lesson.
- Students must be given the opportunity to retest in either the original or a rewritten format. If the retest grade is higher than the original grade, the original grade is changed and the retest grade is entered up to 70%.
- Common assessments may be retaken in paper format. The scoring in the assessment data management system will remain for evaluative purposes, but the student higher grade in the gradebook
- All retests must be completed by 5:00 pm on the last Friday of that grading period.

Guidelines For Grade Reporting Periods

Grade Reporting Course of Action

- A school year shall consist of six grade reporting periods, three each semester.
- "Borrowing points" from a previous or future grade reporting period is absolutely forbidden for any student. All teachers have the responsibility to enforce this rule for all students.
- Assignments made in a particular grading period will be averaged that grading period unless designated clearly by the teacher when the assignment is given.
- A grade becomes final on the last day of a grading period.
- Work received after the last day can only be used to remove from the record an "incomplete" caused by one or more absences.

Guidelines for Semester Exams - Secondary (Grade 9-12)

Exams will be required at the end of the third and sixth grade reporting period, except those exempted through Board policy as outlined below.

- Semester exams should be comprehensive. Any deviation from these guidelines must be approved in writing by the campus principal.

Semester Averages

Grades 1–5

The semester average should be the average of the first three or second three grading periods.

Grades 6-8

The semester average should be the average of the first three or second three grading periods.

Grades 9-12

The semester average will be comprised of the first three or second three grading periods and the semester test.

- Eighty percent is the average of the three grading periods.
- Twenty percent is comprised of the semester exam grade.

Any deviation from these guidelines must be approved in writing by the building principal.

Semester Exam Exemption Policy - EIAA (Local):

The policy allows students in grades 9-12 to be exempt from the spring semester exam in a class if they meet one of the following academic average/absence criteria in that class.

- have five or fewer tardies in that class, **and**,
- meet one of the following academic/average/absence criteria in that class.
 - 95-100 semester grade average and no more than three (3) absences and five (5) or fewer tardies
 - 90-94 semester grade average and no more than two (2) absences and five (5) or fewer tardies
 - 85-89 semester grade average and no more than one (1) absence and five (5) or fewer tardies

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- 80-84 semester grade average and no (0) absences and five (5) or fewer tardies

Missing class for the following reasons **does not count as an absence** from the class toward the semester exam exemption:

- College days, provided the proper paperwork is turned in
- School-related field trips
- Testing
- ARD meetings
- UIL athletic, music and academic events
- Religious Holiday

Missing class for the reasons listed below **does count as an absence** from class toward the semester exam exemption:

Excused absences or unexcused absences including:

- doctor appointments,
- suspension/ in-school-suspension,
- illness,
- skipping,
- absent from AEP – excused or unexcused,
- death in the family,
- emergency removal,
- dress code violation – in the office or sent home.

The above lists are not inclusive of all absences that could affect the semester exam exemption policy.

Homebound Services

General education homebound services provide a certified teacher that serves as a liaison between the student and the student's teachers to ensure that academic progress will continue. The general education homebound teacher meets with the student in groups or one-to-one. Instructional services can be provided virtually or in person. General Education teachers are responsible for ensuring grades are entered into the grading system.

This program is for students receiving Section 504 services. The services are available to students with medical conditions that require the student to be confined at home/hospital for a minimum of four consecutive weeks. The medical condition must be documented by a licensed medical physician. Contact a counselor or principal for more information.

Homework Guidelines

The DeSoto ISD recognizes the value and importance of homework in the reinforcement of skills taught in daily lessons in school. This guided practice activity provides for better retention and practice of skills taught.

Rationale

- Homework supplements and reinforces skills and information learned in class.
- Homework helps students develop self-discipline, responsibility, and organizational skills.

- Homework prepares students for upcoming class topics or studies while providing opportunities to identify and use resources such as the library, internet, reference books, and other community resources.
- Homework establishes good study habits while easing time constraints.
- Homework gives parents an opportunity to observe assigned lessons and express positive attitudes toward achievement.

Amount and Frequency of Homework

The National Education Association and National Parent Teacher Association suggest a ten (10) minute per grade rule for assigning homework as follows:

- Grades K-2: Ten to twenty minutes per day
- Grades 3-5: 30 to 60 minutes per day
- Kindergarten students are not required to receive homework assignments.
- Grade 1-5 students should have a schedule of homework of reasonable duration designed to develop responsibility, reinforcement, and organizational skills.
- The National Education Association and National Parent Teacher Association suggest a 10 minute per grade rule for assigning homework as follows:
 - Grades 6-8 = 70 to 80 minutes per day
 - Grades 9-12 = 90 to 120 minutes per day; no more than two hours per night unless students are taking AP or honors class which will require more time
- In Grades 6-12, homework should be of reasonable length, and consideration should be given as to the purpose of the assignment, number of teachers, and number of subjects each student has.

Teacher Responsibility

- Use as part of the learning process and to assess student understanding
- Give clearly defined instructions and return promptly with evaluation
- Choose a variety of activities to accommodate different learning styles
- Coordinate with other teachers to avoid a homework overload
- Be family-friendly when assigning assignments over weekends/holidays
- Homework, tests and projects are not to be assigned during state-mandated assessments

Student Responsibility

- Write down assignment
- Understand the requirements before leaving the classroom
- Complete assignments on time and make up missed work
- Seek help from school resources if needed

Parent Responsibility

- Provide appropriate levels of supervision
- Actively communicate with the school
- Assist with establishing a work environment conducive to learning and encourage the development of time management skills
- Encourage student to keep homework, assignment sheets, and notes organized
- Monitor assignments and homework in TEAMS Parent Portal to ensure academic success.

School Resources for Assistance with Homework

- Seek help from individual teachers before or after school

- Contact the counseling center
- Check with websites and email
- Attend tutoring

Grading of Homework

Students will be advised when grades will be taken. Homework will count as a daily grade in the grade book. Because DeSoto ISD values student learning, students will be required to complete all assignments. Assignments turned in late will receive academic penalties.

Completion of Assignments and Procedures for Grades K-5:

- Assignments turned in up to five school days after the due date will receive a maximum grade of 70.
- Assignments not received within five school days after the due date will automatically receive a grade of 50.
- Teachers will notify parents of more than one incomplete assignment during a grading period.

Completion of Assignments and Procedures for Grades 6-12:

- Assignments turned in up to five school days after the due date will receive a maximum grade of 70.
- Assignments not received within five school days after the due date will automatically receive a grade of 50.
- Teachers will notify parents of more than one incomplete assignment during a grading period.

Late or Missing Assignments (not related to an absence)

Students must be given an opportunity to submit late or missing work not associated with an absence. Giving zeros as a grade for late work is not a best practice. It is recommended that parent call/notification be made prior to recording a grade of a 50, especially for students for whom the 50 will likely result in a failing.

Completion of Assignments and Guidance

- Intervention techniques will be consistently used to promote learning, to involve parents, and to develop responsibility in students for required work.
- Efforts should be made to assist students in completing missed work.
- Students with missing or incomplete assignments may be required to attend sessions outside of the school day in which they are allowed to make up assignments they missed or did not complete.
- Students have 5 school days after the date an assignment was due to turn in the late assignment. Teachers maintain the discretion to extend the submission period.
- Assignments will not be accepted after the last day of the grading cycle.
- Teachers will consistently implement this regulation and will communicate the grading procedures to parents and students.

Late Projects

Teachers may assign a late penalty to any project turned in after the due date in accordance with previously established guidelines or those approved by the principal and disseminated to students.

Honor Rolls

“A” Honor Roll

- All grades within the reporting period must average to be an “A”, 90 or above.
- Grades are not weighted or averaged.
 - A - 90-100

“AB” Honor Roll

- All grades within the reporting period must be average to be “A” or a “B”, 80 or above.
- Grades are not weighted or averaged.
 - A – 90-100
 - B – 80-89

Timeline for Grade Reporting

Grade Reports

1. All teachers must post grades by 3:00 PM on the Monday after the last day of each grading period – with exception of the 6th grading period.
2. After the grades are posted by the teacher, the grades will be processed by the TEAMS campus gradebook manager.
3. Verification grade reports will be printed on each campus by 12:00 noon the Tuesday after the closing of the grading period.
4. The TEAMS Gradebook Manager will hand out the verification reports to the teachers for verification.
5. Teachers will make any corrections in their TEAMS Gradebook and repost the corrected class files.
6. The TEAMS Gradebook Manager will reprocess all grade changes. All grade corrections must be done by Wednesday following the closing of the grading period.
7. Report cards for students in Grades 6-12 will be posted in the TEAMS Parent Portal.

DeSoto ISD 2023-2024 Grading and Reporting Guidelines



2023-2024 Elementary Grade Reporting Calendar

	6 Weeks Begins	3 rd Weeks Ends	Distribute Progress Reports	6 Weeks Ends	Finalize Grades in TEAMS	Distribute Report Cards	Grade Levels
1 st 6 Weeks	Aug. 14	Aug. 31	Sept. 7	Sept. 22	Sept. 25	Sept. 28	PK-5
2 nd 6 Weeks	Sept. 25	Oct. 13	Oct. 20	Nov. 2	Nov. 6	Nov. 9	PK-5
3 rd 6 Weeks	Nov. 6	Dec. 1	Dec. 7	Dec. 19	Jan. 5	Jan. 11	PK-5
4 th 6 Weeks	Jan. 8	Jan. 26	Feb. 1	Feb. 16	Feb. 20	Feb. 23	PK-5
5 th 6 Weeks	Feb. 20	Mar. 8	Mar. 21	Apr. 5	Apr. 8	Apr. 11	PK-5
6 th 6 Weeks	Apr. 8	Apr. 26	May 2	May 30	May 30	May 30	PK-5

2023-2024 Secondary Grade Reporting Calendar

	6 Weeks Begins	3 rd Weeks Ends	Distribute Progress Reports	6 Weeks Ends	Finalize Grades in TEAMS	Distribute Report Cards	Grade Levels
1 st 6 Weeks	Aug. 14	Aug. 31	Sept. 7	Sept. 22	Sept. 25	Sept. 28	6-12
2 nd 6 Weeks	Sept. 25	Oct. 13	Oct. 20	Nov. 2	Nov. 6	Nov. 9	6-12
3 rd 6 Weeks	Nov. 6	Dec. 1	Dec. 7	Dec. 19	Jan. 5	Jan. 12	6-12
4 th 6 Weeks	Jan. 8	Jan. 26	Feb. 1	Feb. 16	Feb. 20	Feb. 23	6-12
5 th 6 Weeks	Feb. 20	Mar. 8	Mar. 21	Apr. 5	Apr. 8	Apr. 11	6-12
6 th 6 Weeks	Apr. 8	Apr. 26	May 2	May 30	May 30	June 4	6-12

Note: The school year ends May 30, 2024. It is imperative that all grades for the Sixth (6th) Grading period be entered and verified by May 30.

Progress Reports

To generate Progress Reports, teachers must have all grades properly entered into the TEAMS Gradebook Program before the end of the day on the dates indicated below for the third week of each grading reporting period. Progress Reports will be available in the Parent Portal on the dates below.

Reporting Period	Grades entered into TEAMS Gradebook no later than:	Progress Reports posted
1 st Six Weeks Progress Report	Tuesday, Sept. 5	Thursday, Sept. 7
2 nd Six Weeks Progress Report	Tuesday, Oct. 17	Thursday, Oct. 19
3 rd Six Weeks Progress Report	Tuesday, Dec. 5	Thursday, Dec. 7
4 th Six Weeks Progress Report	Tuesday, Jan. 30	Thursday, Feb. 1
5 th Six Weeks Progress Report	Tuesday, Mar. 19	Thursday, Mar. 21
6 th Six Weeks Progress Report	Tuesday, April 30	Thursday, May 2

Timely Posting of Grades

Teachers are required to post grades in their grade book in a timely manner; therefore, grades must be posted every week (a minimum of two per week). Any exception must be approved in advance by the building principal. Parents will have the opportunity to view their student(s)' grades via the TEAMS Parent Portal district program.

Tutorials

Tutorials shall be provided for students desiring extra help in all core subjects throughout the week according to the campus' tutoring plan. Students who wish to participate in this program will need to acquire the time and location from the teacher responsible for that subject. Occasionally, there will be exceptions and different arrangements made with individual teachers.

Grade Changes and Incompletes:

A student with an "Incomplete" grade is ineligible at the end of the seven day grace period unless the "Incomplete" was replaced with a passing grade prior to the end of the seven day grade period. Students with an "Incomplete" grade either within or beyond the end of the seven day grace period may regain eligibility if the work is made up in accordance with district guidelines in regard to time allowed for make-up work and the conditions under which make-up work are allowed.

After a failing grade has been recorded, the situations in which a student's grade may be changed to passing and eligibility restored are only as follows: (a) an examination of course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with school district grading guidelines, as determined by the board of trustees. The board's decision may not be appealed.

Extra credit work or work (including re-test) turned in after the grading period or evaluation has ended may not be considered when determining a student's eligibility for extracurricular activities except in the case of an "Incomplete" grade discussed above.

Age Requirements

A birth certificate attested by the appropriate official is the best evidence of the day of birth. If this evidence is not available, other credible evidence of the date of birth may be considered.

A student who is nineteen or older on September 1 preceding the contest, and who initially enrolled in the ninth grade no more than four calendar years ago, and who prior to the end of his or her fourth consecutive year of eligibility was in special education, under the auspices of an ARD committee, or identified as a 504 student by a 504 committee, is eligible to participate in a League varsity athletic contest as a representative of a participant school if:

- (A) the student has or had a disability which delayed his or her education for a year or more; and
- (B) the student is currently in special education and under the auspices of an ARD committee or had been identified as a 504 student by a 504 committee, and
- (C) the student has not already participated one extra year under this exception.

Seventh or eighth grade students who were not promoted from one grade level to the next, are ineligible for the first six weeks of the following school year.

Class Rankings

Class rankings and determination of the valedictorian and salutatorian will be determined by board policy. See policy EIC for more details about class rank calculations.

Guidelines for Student in Special Populations

Dyslexia Services

Grading guidelines that apply for all students include students receiving dyslexia services through the Dyslexia program. Any exception in grading standards for a student receiving Dyslexia support must be determined individually by the Section 504 Committee or Admission, Review and Dismissal (ARD) committee, as appropriate for students who receive special education services.

Accommodations

Based on the committee's decision, each student in Dyslexia must be allowed to benefit from targeted accommodations listed on their Accommodations sheet. Classroom accommodations are changes that are made in method of instruction, format, pacing, materials, quantity, and emphasis to assure the student an opportunity to achieve mastery of the essential knowledge and skills. Campus Case Managers are responsible for providing all regular education teachers with a copy of the accommodation sheet required on each of their students.

The regular education teacher will participate in the Section 504 or the Admission, Review and Dismissal Committee meetings to determine appropriate accommodations for a student or to recommend changes in targeted accommodations.

Grades

Students receiving Dyslexia services are to be graded for academic achievement, as are all students. Similarly, students receiving Dyslexia services, or participating in the classroom, shall be recognized for academic achievement (i.e. honor roll and S.O.A.R).

The Dyslexia grade can be used in the following manner: (1) as a grade to be averaged with grades for the class being missed or (2) as the grade for the class being missed and/or as a grade to be averaged with the reading/language arts grade when appropriate.

Emergent Bilingual (EB) Students in BIL/DLI

In assessing Emergent Bilingual (EB) students who are acquiring the English language for mastery of the Texas Essential Knowledge and Skills, the District shall make every effort to allow them to demonstrate knowledge or competency independent of their English language skills. These efforts shall include but not be limited to assessment in the primary language, assessment using second language acquisition methodologies, and nonverbal assessment with multiple varied instruments.

Grading guidelines that apply for all students include students receiving BIL/DLI and ESL, or English as a second language services. Any exception in grading standards for a student receiving support must be determined individually by the Language Proficiency Advisory Committee (LPAC) or Admission, Review and Dismissal (ARD) committee if the student receives special education services. **EIE (Local)**

Accommodations

Based on committee decision, each student in the BIL/DLI or ESL program must be allowed to benefit from targeted accommodations listed in their Accommodations form in their LPAC. classroom linguistic accommodations are modifications in method of instruction, pacing, materials, quantity, and testing procedures to assure the student an opportunity to achieve mastery of the Texas Essential Knowledge and Skills. Accommodations by the LPAC might also address limited changes in course content, learner objectives, or grading standards based on language proficiency of the non-English speaker. The campus EB Lead and Administrator is responsible for providing all teachers with a copy of the accommodations form and recommended strategies. The regular education teacher is required to put the accommodation in place and participate in the LPAC process to determine changes to any accommodations for a student as needed.

Grades

Students receiving BIL/DLI or ESL services are to be graded for academic achievement, as are all students. Similarly, students in the ESL program shall be recognized (i.e. honor roll and S.O.A.R).

Grading will reflect the adopted language guidance:

- The language of instruction for Math in grades Pk-5 is English
- The language of instruction for Social Studies and Science in grades Pk-5 is in Spanish.
- The language of instruction for Language Arts in Pk-1 is in Spanish
- The language of instruction for Language Arts in grades 2-5 is both in English and Spanish.
 - Note: Grades 2-5 Bilingual/DLI students will receive two report card grades, one for English Language Arts and another for Spanish Language Arts. The instruction for switching language of instruction is alternating weeks (i.e. Week A English and Week B Spanish).

Beginning Level Students (includes Newcomers):

If a limited-English-proficient student is unable to read the textbook, every effort should be exerted to assist the student in achieving mastery of the subject area and grade level essential knowledge and skills. The EB Lead will consult with the regular education teacher to assist in the determination of assessment and grades. Accommodations for objectives, instructional strategies, and materials for these students will be made as required by law.

Grading Practices for Newcomers: Elementary and Secondary

The following recommendations are based on best practice and guidelines being followed by districts in our area. In addition, Region 10 has offered similar guidelines to support instruction.

Grading for Newcomers

Grading for Newcomers should be based on progress (unanswered questions should not be marked incorrect). Teachers should review the first couple of assignments a newcomer completes. Using these assignments, a baseline for the student is established and should not receive a grade lower than a 70. Subsequent assignments would be graded based on progress in comparison to the baseline established. The idea would be to grade for content and overlook minor language usage errors. It would be helpful to circle the key concept questions to answer.

Assessments

All available accommodations and necessary resources should be provided to students on any assessment. Students should not be penalized for incomplete exams. Newcomer students in grades Pk-1 should be given the preLAS and students in grades 2-12 the LAS test at time of enrollment for LPAC purposes.

Accommodations

- Translator dictionaries (word to word)
- Rephrasing (“a fire to be kindled, or started, to light it”)
- Explain idioms
- Read aloud of a question or prompt
- Extra time
- Reduction of the number of questions

Documentation

In the rare case that a newcomer has a failing grade, the teacher should document efforts made by the teacher to ensure grade level access and equal educational opportunity for that student. Audits look for the following: proof of accommodations provided by the teacher; ELPS documentation; student work samples; seating arrangements; and/or LPAC documentation, to name a few. Adequate documentation should be provided to prove that the student has not been denied their right to equal educational opportunities as required by Section 601 of the Civil Rights Act of 1964.

Note: Based on Lau V Nichols Supreme Court case and Office of Civil Rights: There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

Special Education Services

Grades should accurately reflect the student’s relative mastery of the curriculum (i.e., the district’s Pre-kindergarten curriculum at Pre-Kindergarten and the Texas Essential Knowledge and Skills (TEKS) at Kindergarten through twelfth grade). While students who receive special education services are required to have annual individualized education program (IEP) goals, these goals are not a substitute for the grading assignments linked to the general curriculum. Instead, IEP goals identify specific areas of need in which a student will receive specially designed instruction from a special educator in order to access and progress in the general curriculum. Rather than substituting for or supplanting the general curriculum, IEP

goals help a student access and progress in the general curriculum. For additional information regarding the grading of special education students, please refer to the Texas Education Agency guidance document entitled Grading and Progress Monitoring for Students with Disabilities (2015).

Section 504 Referrals

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Aiding students who need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open-enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Multi-tiered Systems of Support (MTSS). The implementation of MTSS has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all students.

If a student is experiencing learning difficulties, his or her parent(s) may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Additional information regarding special education is available from the district or charter school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact for Special Education or Section 504 Referrals

Please contact the Special Education Department regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Special Education or Section 504 services. Phone Number: (972) 274-8212 Ext. 8251

Additional Information

The following websites provide information and resources for students with disabilities and their families.

[Legal Framework for the Child-Centered Special Education Process](#)

[Partners Resource Network](#)

[Special Education Information Center](#)

[Texas Project First](#)

Parent - Teacher Communication

Board Policy/Legal Requirements:

The Board shall adopt a policy that:

1. Provides for a conference between parents and teachers;
2. Requires a district, at least once every 12 weeks, to give written notice to a parent of a student's performance in each class or subject; and
3. Requires a district, at least once every three weeks, or during the fourth week of each nine-week grading period, to give written notice to a parent if a student's performance in a foundation curriculum subject [see EIA LEGAL] is consistently unsatisfactory, as determined by the district.

The notice required by items 2 and 3 must provide for the signature of the student's parent and must be returned to the district.

A district that uses an electronic platform for communicating student grade and performance information to parents may permit a parent to sign a required notice electronically, so long as the district retains a record verifying the parent's acknowledgment of the required notice. A district that accepts electronic signatures must offer parents the option to provide a handwritten signature.

"Parent" includes a guardian, conservator, or other person having lawful control of a student.

DeSoto ISD teachers shall send out written notice to parents at the end of every grade reporting period of a student's performance in each class or subject. Teachers shall advise parents whether students are recommended to attend tutorials in the subsequent grading period. The grade notice shall provide for the parent's signature and must be returned to the campus. If the notice is not returned to the campus, the teacher/campus shall take appropriate measures to inform the parents of the student's progress including phone calls, email, or mailed notice.

Conferences may be scheduled at the request of a teacher or a parent. In attempting to schedule a conference between a teacher and parent, the campus shall give the parent at least two alternative dates for the conference.

Written communication must be provided in English and Spanish for the families whose primary language is Spanish.

Reporting to Parents – Three-Weeks Reports: EIA (Local)

At the end of the first three weeks of a grading period, at the end of the first six weeks of the grading period, and at the end of each grading period, the campus shall provide notice of progress to the parent or guardian of a student whose grade average in any class is lower than 70 or whose grade average is deemed borderline.

The campus shall make such information available to sponsors of extracurricular activities in which the student participates.

Teachers should make every effort to:

- Communicate their grading procedures to parents and students in a verbal or written format in a timely manner.
- Communicate a significant drop in achievement to parents in a timely manner.

Promotion, Retention and Placement

Board Policy/ Legal Requirements

Board Policy EIE (Legal)

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. **Education Code 28.021(a)**

An award of credit for a course affirms that a student has satisfactorily met all state and local requirements. Course credit shall be awarded according to this policy. **19TAX74.26(a)**

A course may be considered completed and credit may be awarded if the student has demonstrated achievement by meeting standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student has received instruction in the course or the grade level at which proficiency is attained. The academic record (transcript) shall reflect that students have satisfactorily completed courses at earlier grade levels than grades 9-12 and have been awarded state graduation credits. **19TAC 74.26(b)**

A student does not have a property interest in promotion. **Education Code 28.0211(e)**

Board Policy EIE (Local)

The promotion or retention of a student is an important decision that must be made at the end of each school term. When the school staff is considering retaining a student at grade level, conferences with the student's parents shall be held, and all aspects of the student's progress shall be discussed.

This conference should include the classroom teachers, the principal, the counselor and a parent. Teacher-given grades, standardized test scores, STAAR/TAKS scores, past school history, social development and all other pertinent data shall be considered. The final decision upon promotion, retention, or placement shall be made by the school administration and staff according to Board policies and state law.

Grade Level Requirements EIE (Local)

Pre-Kindergarten (PK) – Kindergarten (K)

Unless a parent requests retention, students are promoted to the next grade (Pre-kindergarten to Kindergarten, Kindergarten to First Grade). Written documentation of that request shall be placed in the student's cumulative folder.

Grades 1-4

A student must attain an overall average of 70% on a scale of 100 based on course-level, grade-level standards for all subject areas and a grade of 70% or above in reading or mathematics.

For those who are not meeting the established standards for promotion:

- Acceleration and/or compensatory strategies may be considered which may include but is not limited to tutorials and summer school.
- A campus promotion/retention committee composed of the principal, counselor, and teacher shall determine, based on the individual student's strengths and weaknesses, the remedial and compensatory strategies to be used for students who fail to be promoted.

Grade 5

- A student must attain an overall average of 70% on a scale of 100 based on course-level, grade-level standards for all subject areas and a grade of 70 or above in two of the following areas: reading, mathematics, and science.

BIL/Dual Language Students PK-5

- A student must meet all district grade level standards for promotion.
- Grading will reflect the adopted language guidance:
 - The language of instruction for Math in grades PK-5 is English
 - The language of instruction for Social Studies and Science in grades PK-5 is in Spanish.
 - The language of instruction for Language Arts in PK-1 is in Spanish
 - The language of instruction for Language Arts in grades 2-5 is both in English and Spanish.
 - **Note:** Grades 2-5 Bilingual/DLI students will receive two report card grades, one for English Language Arts and another for Spanish Language Arts. The instruction for switching language of instruction is alternating weeks (i.e. Week A English and Week B Spanish)

Grades 6-8

To be promoted from one grade level to the next, students shall attain an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and an average of 70 or above in three of the following subjects:

- Language Arts (including reading improvement, if required to be taken).
- Mathematics
- Social Studies
- Science

Campus assignment shall be at the discretion of the building administration in the event the student passes some, but not all, courses in the eighth grade.

Grades 9-12/Graduation Requirements:

Graduation requirements and grade level classification are listed in the DeSoto High School course catalog. Current Board Policy EIF (Legal) outlines graduation requirements.

HB 1416

Adapted from HB 1416 Implementation Overview

Texas law requires all students who do not achieve approaches or higher on STAAR grades 3 through 8 or EOC assessments to be provided accelerated instruction. These requirements, modified by House Bill 4545 of the 87th legislature and recently updated with the passage of House Bill 1416 in the 88th legislature, provide that qualifying students must be:

- Assigned a **TIA-designated teacher** for the subsequent school year in the applicable subject area;

OR

- Provided supplemental instruction aligned with the research on high-impact tutoring in the TEKS for the applicable grade levels and subject areas in the following manner:
- **No less than 15 or 30 hours** depending on student performance and is provided in the summer or at least once per week in the school year;
- **Limited to two subjects per year**, prioritizing math and RLA;
- Provided in a group of **no more than four students** unless the parent or guardian of each student in the group authorizes a larger group;
- Designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and includes **effective instructional materials** designed for supplemental instruction;
- Provided by a **person with training in the applicable instructional materials** for the supplemental instruction and provided by one person for the entirety of their accelerated instruction.

House Bill 1416 updated accelerated instruction requirements from House Bill 4545 by:

- Removing the requirement for Accelerated Learning Committees while requiring Accelerated Education Plan after a student fails to achieve approaches or higher on two consecutive assessments in the same subject area
- Limiting tutoring to 2 subjects and no longer including optional assessment administration
- Increasing student-to-tutor ratio from 3:1 to 4:1 ratio for tutoring group size
- Clarifying that students who take STAAR-Alt 2, are retained, or take substitute high school assessments aren't subject to requirements
- Reducing the minimum hour requirement from 30 to 15 for some students
- Adding Local Education Agencies (LEAs) receiving compensatory education funding as a criterion for included LEAs (previously LEAs receiving funding from Strong Foundations Grant Program, CRRSAA or ARP)
- Providing student-to-teacher ratio waivers for the use of approved online curriculum (approvals available spring 2024)
- Clarifying that parents may modify or remove supplemental instruction requirements with a letter to the campus administrator
- Clarifying that parents must be notified of student failure to perform on applicable tests
- Requiring TEA to monitor the implementation of accelerated instruction

HB 1416 requires TEA to define requirements for students requiring 30 hours of supplemental instruction through the rulemaking process. TEA will propose rules to provide that students who fall into the "Low Does Not Meet" category of STAAR performance receive no less than 30 hours of supplemental

instruction. The rules will also provide that third-grade students who do not approach grade level or higher must receive 30 hours of supplemental instruction.

Accelerated Instruction:

Each time a student fails to perform satisfactorily on an assessment instrument listed at PERFORMANCE ON ASSESSMENTS REQUIRED, the District shall provide the student with accelerated instruction in the applicable area, including reading instruction for a student who fails to perform satisfactorily on a reading assessment instrument. A group-administered accelerated instruction may not have a ratio of more than ten students for each teacher.

Notice to Parents of Performance and Accelerated Instruction:

In addition to providing the accelerated instruction, the District shall notify the student's parent or guardian of:

- The student's failure to perform satisfactorily on the assessment instrument;
- The accelerated instruction program to which the student is assigned; and
- The possibility that the student might be retained at the same grade level for the next school year.

Whenever the District is required to notify a parent or guardian about the requirements related to promotion and accelerated instruction, the District shall make a good-faith effort to ensure that the notice is provided either in person or by regular mail, is clear and easy to understand, and is written in English or in the parent or guardian's native language.

First Failure:

The District shall provide to a student who initially fails to perform satisfactorily on one of the assessment instruments listed at *Performance on Assessments Required* at least two additional opportunities to take the assessment instrument. A student may be promoted if the student performs at grade level on an alternate assessment instrument that is appropriate for the student's grade level and approved by the Commissioner.

Second Failure – Grade Placement Committee:

After a student fails to perform satisfactorily on an assessment instrument a second time, a grade placement committee shall be established to prescribe the accelerated instruction the student is to receive before the assessment instrument is administered the third time. The grade placement committee shall be composed of the principal or the principal's designee, the student's parent or guardian, and the teacher of the subject of the assessment instrument in which the student failed to perform satisfactorily. The district shall notify the parent or guardian of the time and place for convening the grade placement committee and the purpose of the committee.

Accelerated Instruction Plan and Monitoring After Two Failures:

The District shall provide accelerated instruction plan to a student who, after two attempts, has failed to perform satisfactorily on an assessment listed at Performance on Assessments Required. The accelerated instruction plan shall be provided during the summer according to the student's grade placement committee. The District shall provide the instruction prior to the third administration of the assessment.

Third Failure – Retention and/or Appeal:

A student who fails to perform satisfactorily after three attempts on one of the assessment instruments listed at *Performance on Assessments Required* shall be retained at the same grade level for the next school year. The District shall give the parent or guardian written notice of the opportunity to appeal. The student's parent or guardian may appeal the student's retention by submitting a request to the grade placement committee. The grade placement committee may decide in favor of promotion only if the committee concludes, using standards adopted by the Board, that if promoted and given accelerated instruction, the student is likely to perform at grade level. A student may not be promoted unless the committee's decision is unanimous. The Commissioner shall by rule establish a timeline for making the placement determination. The committee's decision regarding placement is final and may not be appealed.

Accelerated Instruction Plan and Monitoring After Three Failures:

The District shall provide accelerated instruction to a student who, after three attempts, has failed to perform satisfactorily on an assessment listed at *Performance on Assessments Required*. The accelerated instruction plan shall be provided during the next school year according to the student's grade placement committee. The District shall provide the instruction regardless of whether the student has been promoted or retained. The accelerated instruction plan shall be designed to enable the student to continue to perform at the appropriate grade level by the conclusion of the school year. During the school year, the student shall be monitored to ensure the student is progressing in accordance with the plan. The District shall administer to the student the assessment instrument for the grade level in which the student is placed at the time the District regularly administers the assessment instrument for that school year.

The District is not precluded from retaining a student who performs satisfactorily on an assessment instrument specified at *Performance on Assessments Required*.

Special Education:

The Admissions, Review, and Dismissal (ARD) committee must make decisions regarding appropriate (1) assessment, (2) accelerated instruction, and (3) grade placement based on a student's individual educational needs. Students receiving special education services who take a STAAR assessment other than the STAAR Alternate 2 assessment, are subject to SSI grade advancement requirements. In the case where a student's IEP states that the student is to take these assessments and the student does not meet the passing standard on the assessment, the ARD committee will determine accelerated instruction and whether the student should be promoted or retained.

TEA/UIL Academic Eligibility

UIL ELIGIBILITY

- Grace periods for academic eligibility are 7 calendar days after the evaluation, with the exception of holidays.
- Academic Eligibility is determined from 6-week grading reports, not semester grades.
- Students can regain (not lose) academic eligibility at the 3-Weeks progress reports.
- All students are academically eligible during the Thanksgiving, Christmas, and Spring Break holidays.
- Following Thanksgiving, Christmas, and Spring Break holidays, ineligible students return to being ineligible until the next grade check and grace period.

DeSoto ISD 2023-2024 Grading and Reporting Guidelines

- All students are academically eligible through the summer.
- For Grade 10-12 students total credits from the previous year determine the first 2022-2023 six weeks eligibility for 10th -12th students. The 2nd year of high school, they need 5 credits, 3rd year=10 credits, 4th year = 15 credits.
- For Grade 7–9 students, promotion to the next grade means they are eligible the first six weeks.

Eligibility for UIL Participants for the First Grade Reporting Period:

State law for eligibility applies to all grade levels for extracurricular activities. UIL participants are eligible to participate in contests during the first grading period of the school year provided the following standards have been met:

- Students beginning grades nine and below must have been promoted from a lower grade prior to the beginning of the current school year.
- Students beginning their second year of high school must have earned five credits which count toward state high school graduation requirements.
- Students beginning their third year of high school either must have earned a total of ten credits which count toward state high school graduation credits or a total of five credits which count toward state high school graduation requirements must have been earned during the 12 months preceding the first day of the current school year.
- Students beginning their fourth year of high school either must have earned a total of 15 credits which count toward state high school graduation credits or a total of five credits which count toward state high school graduation requirements must have been earned during the 12 months preceding the first day of the current school year.

Eligibility for all Extracurricular Participants after the First Grade Reporting Period:

A student who receives, at the end of any grading period (not including the first 6 weeks of the school year), a grade below 70 in any class (other than an identified advanced class) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility after the seven calendar day waiting period has ended following a grading period or the 3 or 6 school weeks evaluation period (progress report) when the principal and teachers determine that he or she has earned a passing grade (70 or above) in all classes, other than those that are advanced.

All schools must check grades for all participants at the end of the first six weeks (even if on 9 week grading periods) of the school year. From that point, grades are checked at the end of the grading period whether it is six, nine, or twelve weeks in length. Students who pass remain eligible until the end of the next grading period. All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three-school week evaluation periods for ineligible students.

Students' lose eligibility for a three school week period. For purposes of the law, "three school weeks" is defined as 15 class days. Exception: One, but only one of the three school weeks may consist of only three or four class days, provided school has been dismissed for a scheduled holiday period. Two class days does not constitute a "school week" for purposes of this law except Thanksgiving week if schools are on holiday Wednesday, Thursday and Friday. A school district may request an exception from UIL officials

to the two day school week in the event of a disaster, flood, extreme weather condition or other calamity as listed in TEC 42.005. In the event two of the three school weeks are shortened, one of the shortened weeks may be counted as five days with ten other actual class days making up the fifteen class days. After the initial first six weeks of the school year, academically ineligible students in schools with six week grading periods have one opportunity to regain eligibility after the first three school weeks of the grading period; students in a nine week grading period have two opportunities, one at the end of the first three school weeks and one at the end of the first six school weeks. Students who fail to regain eligibility at the evaluation period, remain ineligible until seven calendar days after passing a grading period. *Note: When computing eligibility calendars, it is helpful to remember that the seven day grace period after the grading period also contains school week one of the three school week evaluation periods. Also, a seven calendar day grace and waiting period is always applicable after grading periods and evaluation periods. Example: School week

Section 5 (b) of the UIL Constitution and Contest Rules defines calendar week as 12:01 am on Sunday through midnight on Saturday.

19 TAC § 76.1001 (b) states: The school week is defined as beginning at 12:01 am on the first instructional day of the calendar week and ending at the close of instruction on the last instructional day of the calendar week, excluding holidays.

S.O.A.R. Program

Students Outstanding Academic Recognition Program

Philosophy Statement

When students have attained outstanding academic excellence, every effort is made to recognize their progress. DeSoto schools should have an organized written plan to reward students who perform well academically.

The philosophy behind the presentation of academic achievement awards is twofold: the awards should serve as tangible recognition of individual achievements; the awards, and presentation thereof, serve as prime motivation for all students striving to excel academically.

General Information

1. The principal coordinates the awards program.
2. The principal sees that honor recipients are publicly recognized through newspaper stories and photographs. The effort should be coordinated through the district's communication office.
3. Awards are based on grades averaged from the first five six-week periods. (The 6th 6-week grading period is not considered).
4. Students must have report card grades in all five grading periods in order to be considered for S.O.A.R, and all grades must be entered into TEAMS. All homeschool, private school, transfer students, or students from a non-accredited private school must have recorded grades in TEAMS for each of the five 6-week grading periods to be eligible for S.O.A.R.
5. All content averages for the five 6-week grading periods shall be rounded to the nearest whole number for final calculations.

Grades 1–5

Criteria	Award
Overall average of 95% or above in reading, language arts, mathematics, science, and social studies. Only the first three nine-week grades are used for calculation.	Medal
Math Achievement Top three students per grade level.	Pin
Reading Achievement Top three students per grade level	Pin

Note: In the event of a tie for third place, pins are awarded to all students who tie.

Grades 6-8

Criteria	Award
Overall average of 95 or above in core subjects: mathematics, reading, language arts, science and social studies. A weighted system is used for students taking advanced and/or high school credit course(s) as follows: <ul style="list-style-type: none"> High school credit course = +7 points Advanced courses = +5 points Only the first five 6- week grading periods are used for the S.O.A.R. calculation.	Medal: First year qualifying for the award in Grade 6 Pin: Second year qualifying for the award in grade 7 (those who earned a medal in grade 6) Shirt: Third year qualifying for the award in grade 8 (those who earned a pin in grade 7)

Grades 9-12

Criteria	Award
Overall average of 95 or above grade average in the core subject areas of math, science, social studies, English, and foreign language, if taken. A weighted system, for students taking honors and advanced honors classes, allows five extra points added to the final average of each course. Only the first five 6- week grading periods are used for calculation.	Plaque

SIXTH - EIGHTH GRADES

First through third six-week subjects in reading, language arts, mathematics, science, social studies will be averaged. Additional 5 points will be added to Advanced/Honors classes, 7 points will be added to High School credit courses (Algebra I). Final S.O.A.R. average is rounded to the nearest whole number.

	1 st - 6 wks	2 nd - 6 wks	3 rd - 6 wks	4th - 6 wks	5th - 6 wks	Average	Honors +5	High School +7	Total	Total for Avg. S.O.A.R
Lang. Arts	91	90	95	96	93	93			93	93
Math	95	97	95	94	92	94.6		7	101.6	100*
Science	89	93	97	88	92	93	5		98	98
Soc. Studies	94	95	96	91	96	94.4			94	94
Overall average rounded to nearest whole number										96

*No subject average may exceed 100.

NINTH - TWELFTH GRADES

First through third six-week subjects in mathematics, science, social studies, English, and foreign language if taken will be averaged. An additional 5 points will be added to honors and advanced honors, advanced placement classes. Final S.O.A.R. average is rounded to the nearest whole number.

	1 st - 6 wks	2 nd - 6 wks	3 rd - 6 wks	4th - 6 wks	5th - 6 wks	Average	Honors +5	Total	Total for Avg. S.O.A.R
Lang. Arts	89	90	88	95	93	91.0		91.0	91
Math	94	97	95	89	89	92.8		92.8	93
Science	93	94	97	89	98	94.2	5	99.2	99
Soc. Studies	98	100	99	98	90	97.0	5	102.0	100*
Spanish	87	91	97	90	93	91.6		91.6	92
Overall average rounded to nearest whole number									95

*No subject average may exceed 100.

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