

2023-2024

## GRADING GUIDELINES

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## Texas Essential Knowledge \& Skills

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

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated District objectives. (EIA-LOCAL)

## Curriculum Mastery

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. (EIE-LOCAL)

## Standards for Mastery

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

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

## Progress Reports

A progress report will be sent home at the end of the three-week period. The progress report reflects both satisfactory and unsatisfactory student progress. All students will receive a progress report after the three-week period. Conferences may be requested by a teacher or parent as needed.

## Report Cards

The district shall issue grade reports/report cards every six weeks on a form approved by the superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE. Report cards must be signed by the parent and returned to the school.

## Academic Dishonesty

A student 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)

## Artificial Intelligence Policies

Academic Integrity, in the context of Artificial Intelligence (AI) use, means using AI tools ethically, responsibly, and as intended - to support your learning, not to bypass it. It implies producing work that is primarily your own, and appropriately acknowledging assistance received from AI. AI can be used as a tool for assistance in brainstorming ideas, understanding complex texts, or improving grammar and syntax but the bulk of the thinking, analysis, and composition should be the student.

- Students using AI must provide references and citations of its use. Copying significant portions of AI-generated content without appropriate citation is considered unattributed use.
- The use of AI will be left to the discretion of the teacher in the classroom.
- The district reserves the right to use AI detectors when it feels necessary to do so.


## AP Courses

AP students are categorically prohibited from using any and all Artificial Intelligence tools (e.g. Chat GPT or DALL-E) or essay writing services (e.g. Chegg or Course Hero) to guide, brainstorm, draft, or create student work related to any AP assessment, including written projects and performance tasks. The AP Program reserves the right to validate student work submitted for AP African American Studies, AP Art and Design, AP Computer Science Principles, AP Research, and AP Seminar with plagiarism detection tools and other investigative efforts to identify non-student generated work. Any use of Artificial Intelligence tools or essay writing services will be considered an exam violation and may result in the cancellation of a student's AP score(s).

## Dual enrollment courses

The use of artificial intelligence will be left to the discretion of the professor/teacher.

## Curriculum-Based Assessments/Interim Assessments

Curriculum-based assessments and benchmarks will be administered throughout the school year to assess the attainment of TEKS, as they are taught. The assessments may be recorded in the grade book for all students at the discretion of the campus principal. Assessment data will be analyzed by teacher, department, and campus, in order to guide the implementation of intensive interventions. Campus principals and Curriculum \& Instruction will set guidelines for this analysis.

## Credit Recovery Guidelines (High School)

The credit recovery program is designed to allow high school students an opportunity to recover high school credit for courses they have not successfully completed in the past. La Villa High School is offering a "Credit Recovery Program" using a system called Edgenuity. The program is intended to help high school students recover credit through a flexible, timeefficient, educational service in order to help them succeed academically and ultimately graduate. Middle school students taking a high school class are not eligible for credit recovery.

## Credit by Examination with Prior Instruction

## EHDB (LOCAL)

The principal or designee or the attendance committee, as applicable, shall have authority to offer a student the opportunity to demonstrate mastery in a subject or to earn course credit by examination when the student has had prior instruction in a subject and when:

1. The student is enrolling in the district from a non-accredited school [see FD];
2. The student has failed a subject or course; or
3. The student has earned a passing grade in a subject or course but has failed to earn credit because of excessive absences [see FEC].

Examinations shall assess the student's mastery of the essential knowledge and skills and shall be administered according to established District procedures.

Prior to offering a student an opportunity to demonstrate mastery or earn credit by this method, an appropriate district employee shall review the student's educational records to determine whether the student has had prior instruction in the subject or course. The student will be eligible to take the end of course assessment when necessary.

## Credit by Examination without Prior Instruction

## EHDC (LOCAL)

The superintendent or designee shall be responsible for the development or selection of tests a student may use to earn course credit or accelerate to the next grade level without prior instruction in a course or grade level. Each examination shall thoroughly test the essential knowledge and skills in the applicable course or grade level.

The Superintendent or designee shall establish a schedule of dates, in accordance with law, when examinations for acceleration shall be administered and shall ensure that the dates are published in appropriate District publications or on the District's Web site. A student will not be eligible to take the end of course assessment under these criteria.

The district may deny a parent's or student's request for an alternative examination or alternative date.

The district shall not charge for an examination for acceleration administered on the published dates or alternative dates. However, the student's parent shall pay for an alternative examination approved by the district.

The superintendent or designee shall award course credit or approve acceleration on the basis of an examination for acceleration in accordance with State Board rules.

## Kindergarten

The Board shall approve procedures developed by the superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather
than kindergarten.
Criteria for acceleration may include:

1. Scores on readiness tests or achievement tests that may be administered by appropriate district personnel.
2. Recommendation of the kindergarten or preschool the student has attended.
3. Chronological age and observed social and emotional development of the student.
4. Other criteria deemed appropriate by the principal and Superintendent.

## Grade 1 -5

The District shall accelerate a student in grades 1-5 one grade level if the student meets the following requirements:

1. The student scores 80 percent or above on a criterion-referenced test for the grade level to be skipped in each of the following areas: language arts, mathematics, science, and social studies.
2. A district representative recommends that the student be accelerated; and
3. The student's parent or guardian gives written approval of the acceleration.

## Grades 6-12

The District shall give a student in grades 6-12 credit for an academic subject in which the student has received no prior instruction if the student scores:

1. A three or higher on a College Board advanced placement examination that has been approved by the Board for the applicable course;
2. A scaled score of 6- or higher on an examination administered through the College-Level Examination Program and approved by the Board for the applicable course; or
3. Eighty percent or above on any other criterion-referenced test approved by the Board for the applicable course.

If a student is given credit in a subject on the basis of an examination on which the student scored 80 percent or higher, the District shall enter the examination score on the student's transcript and the student is not required to take an end-of-course (EOC) assessment instrument under Education Code 39.023 © for the course.

## Honors, AP, and Dual Enrollment GradingPolicy

## Secondary

Grades for these classes are explained in the syllabus provided by the teacher and will be given to students within the first week of entering a course

Penalties for late work and missed tests, projects, or oral presentations with a missing group member, etc., will be stated in the syllabus. For Honors and AP Courses, late work will be accepted one day after the due date with penalty except under extenuating circumstances
approved by the campus principal.
Students enrolled in AP classes will be recommended to take the AP exam(s) in their respective area(s) of study.

Dual enrollment will follow criteria set by the IHE (Institution of Higher Education).
Students planning to participate in any of the Dual Enrollment Program must comply with college admission requirements and need to submit all necessary documentation to the Dual enrollment counselor.

Students who fail to submit all necessary documents by the LVECHS deadline will have to wait for the following semester to register for dual enrollment courses.

Dual enrollment grades are considered true grades for a student's university transcript. The following will be used for high school course grades:

## DUAL GRADES <br> LVECHS GRADE

| A |  | A | 95 |
| :--- | :--- | :--- | :--- |
| B |  | B | 85 |
| C |  | C- | 75 |
| D |  | *D | 65 |
| F |  | F | 50 |

*Students earning a "D" in a dual enrollment course will be ranked with the grade of 65 and will receive high school credit on their transcript.

## Grades

Instructional personnel are to utilize numerical grades in marking papers, tests, and other assignments completed by students whether online or on paper.

$$
\begin{array}{ll}
\text { Pre-Kinder/Kinder Use } & \text { Grades 1-12 Use } \\
\mathrm{E}=(90-100) & \text { Numerical Grades } \\
\mathrm{S}=(80-89) & \\
\mathrm{NI}=(70-79) & \\
\mathrm{U}=(69-\text { below }) &
\end{array}
$$

All grades must be based on a $100 \%$ scale ( $75 \%$ will be from daily assignments and $25 \%$ will be from assessments). Only dual enrollment courses can use the 100 point system for calculating grades. Daily assignments can include daily classroom assignments, quizzes, teacher observations (with rubric), etc. and assessments can be tests, projects, research papers or cbas.

## Semester Exams/Exemptions: (High School Only)

High School students will take a fall semester exam and a spring semester exam. Each semester exam will count as $25 \%$ of the semester average. Students who do not take the semester exam with an unexcused d absence or reason will receive a " 0 " for the exam. A student who takes a make-up semester exam will not be able to score higher than a 70 for any unexcused absence.

Students in grades 9-12 are eligible for semester examination exemptions based on grades and attendance from elective courses only. None of the dual courses will be eligible for exemptions.

The following chart correlates grades, attendance and exemptions:

| Grade Average | Maximum Course Absences* | Exemption |
| :--- | :---: | :--- |
| 90 or above | 3 | Yes |
| 80 or above | 2 | Yes |

*All absences are counted per class period. Maximum course absences include excused and unexcused absences. The following absences do not count against exemption status with proper documentation: doctor visit (student starts classes or returns to class on the same day), court, college visits (2/year), religious days, school-sponsored trips, taps/veteran's funeral, citizenship activities, early voting/election clerk, etc. (Please see FEA local for further guidance).

## Grade Requirements/Honor Roll

Classroom teachers will assign a grade that reflects the student's relative mastery of an assignment. There should be a minimum of ten grades per six weeks for secondary campuses and the elementary core classes. The grade that the student receives will be the grade that is recorded in the grade book for daily and test assignments, as well as in the report card. A minimum grade may not be assigned to any daily grade, test assignment, or report card.

Grades K-5 will not include physical education and fine arts grades in the calculation of the failure report or honor roll status. Grades 6-12 will include electives in calculation of failure and honor roll. There shall be a minimum of five grades for PE and fine arts at the elementary level.
"A" honor roll is awarded to students who make a 90 or above in all courses listed above each six weeks. "A/B" honor roll is awarded to students who make an 80 or above in all courses listed above each six weeks with a minimum of one "A" (grade of 90 or above) in a core academic class. Final averages will not be used for Honor Roll purposes, only individual six weeks grades are used to determine honor roll.

Grades will be based solely on daily class work, assignments, quizzes, major tests, and teacher observation. If teacher observation is used, a rubric must be developed to base the grade for the observation. No extra credit may be given. Campus administrator will monitor that there is representation of a variety of sources for grades. The campus administrator has the discretion to specify minimum number of grades per category.

Local Dyslexia and Accelerated learning classes will be exempt from UIL rules and regulations.

## Administrative Policy \#15

Pursuant to FM (Legal), the district considers the courses that will be listed in Administrative Policy \#15 as additional exempt honors courses under Education Code 23.081, subject to the following conditions:
a. A student may not claim an exemption more than one time per course per year, and
b. A student may not claim an exemption for more than two (2) courses per grading period.

AP Spanish Literature and Culture
AP English Literature and Composition
AP Language and Composition
AP US History
AP Government and Politics
Any Honors courses
These conditions apply regardless of participation in UIL at the time of the failure. These conditions do not apply to the courses listed under FM (Legal).

## Posting of Grades

Grades shall be inputted weekly (by the Monday of the following week) with the exception of projects and papers which may require an extended period of time. At least two grades per week shall be entered to ensure a student's relative mastery of an assignment. A minimum of ten grades shall be posted every six weeks.

## Homework

Homework assignments must provide reinforcement of classroom instruction. Homework assignments must be reasonable in view of the student's home resources. Homework assignments must be properly evaluated; feedback must be given. The length and difficulty of an assignment shall be directed by the teacher and should depend on grade level, student needs, content, purpose, and type of assignment. Assignments should be appropriate to the developmental and ability levels of the students. Homework cannot be used for grades.

## Failing Grades

Teachers are required to show the following documentation for students receiving a 69 or below on progress reports and six-week grades:

- Parent contact log showing a minimum of 2 phone calls with a parent or guardian (not attempts)
- Provide evidence of content remediation support.


## Partial Credit

## Secondary

When a student earns a passing grade in only one semester of a two-semester course and the combined grade for the two semesters is lower than 70, the district shall award the student credit for the semester with the passing grade. The student shall be required to retake only the semester in which he or she earned the failing grade. If the average of the two semesters is a 70 or higher, the student will get the credit for the full year.

## Rubrics

Rubrics must be provided to the student when a project or activity is assigned. The evaluation of projects or such activities must adhere to the rubric that was created and provided to the students. Deadlines should be included in the rubric and only individual grades will be awarded.

## Reteaching

Reteaching is an integral part of the instructional process and must occur as needed. Reteaching must be accompanied with a different instructional strategy from the original presentation.
When reteaching is necessary, the teacher will indicate this in the lesson plan by writing "Reteaching." Reteaching will occur in any area where a student has not demonstrated mastery.

Reteaching is required for an entire class when the results from the assessment show that more than $50 \%$ of the students failed the assessment. The teacher must reteach a skill and utilize the highest grade as attained by the student.

## Retesting

La Villa ISD shall allow a student a reasonable opportunity to make up an examination or quiz which the student received a failing grade. Retesting must occur within a 5-day period, except under extenuating circumstances. If the student scores higher than a 70 on the retest, a 70 will be recorded. For students who retest and score below 70, the grade recorded will be the higher of the two test grades. Six weeks tests, curriculum-based assessments, and benchmarks do not qualify for retesting when the grade is not recorded. If the test is reviewed during class prior to retest, a different assessment instrument must be designed. If the retest occurs prior to reviewing the test, the same assessment may be used for retesting.

## Make-up Work

Absences
Students shall be expected to make up assignments and tests after absences. Students may receive a zero for any assignment or test not made up within the allotted time.

Students shall be permitted to take tests administered in any class missed because of absence. For any class missed, the teacher may assign the student make-up work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. Students will have an equal number of days to make up assignments missed (3days excused absence $=3$ days to make up assignment). Make-up
work for students with excessive absences will be determined by the administration.
The grade for make-up work after an unexcused absence may be determined by the teacher but may not be less than 50 or higher than 70 .

## Online Records - Parent Portal

1. Parents/guardians may also access student progress information through the student/parent grade-book portal.
2. The student/parent grade-book portal displays Progress Report averages, Report Card averages, and individual assignment grades in the teacher grade book.
3. Teachers will post grades weekly so the student parent portal helps students and parents stay informed of ongoing progress
4. Parents/guardians may contact the school for access information

## Schedule for Sending Report Card Home

Generally, report cards will be sent home on Wednesday after the close of the grading period. The report cards will be sent with the student. Report cards are also available on the parent portal.

## Late Work

Teachers may assign a late penalty to any project or assignment turned in after the due date in accordance with previously established guidelines disseminated to students. The late assignment/late work penalties apply only to students who are in attendance on the due date and have periodically received the assignment.

In elementary, teachers have the discretion to deduct no more than 10 points each day the assignment is late.

For the secondary campuses, teachers have the discretion to deduct no more than 10 points each day the assignment or project is late. For Honors and AP Courses, late work will be accepted one day after the due date with penalty except under extenuating circumstances approved by the campus principal. Dual enrollment courses will not accept late work except under extenuating circumstances approved by the campus principal.

## Class Ranking_(High School)

The District desires to develop a class rank policy that supports the District's goals of providing students a more challenging curriculum and increasing the number of students completing the higher-level graduation programs. The policy shall be fair to all students.

For classes included in the calculation of class rank, a student's grades shall be weighted before averaging in accordance with the scale adopted for each level of course designation. Classes shall be designated as "AP," "dual enrollment," "courses taken on campus," "Pre-AP," "Honors," or "OnRamps." Credit by examination courses and courses taken through the credit recovery program shall not be weighted or included in the calculation of class ranking.

Only the courses listed below shall be included for class rank purposes:

ENGLISH-English I, English II, English Ill, English IV, College Prep English, Humanities, All College Board AP English courses, all dual enrollment English courses
SOCIAL STUDIES-World Geography Studies, World History Studies, U.S. History Studies since Reconstruction, Government, Economics, All College Board AP social studies courses, all dual enrollment social studies courses
MATHEMATICS-Algebra I, Algebra II, Geometry, Mathematics Models with Applications, Precalculus, Statistics and Risk Management, Calculus AB/CD, All College Board AP mathematics courses, and all Dual Enrollment Mathematics
SCIENCE-Integrated Physics and Chemistry, Biology, Environmental Systems, Chemistry, Physics, Anatomy and Physiology, Medical Microbiology, Pathophysiology, Engineering Design and Problem Solving, Scientific Research and Design, Advanced Animal Science (only with 40\% laboratory and field work), Food Science, Forensic Science, Astronomy Earth and Space Science, Advanced Biotechnology, Advanced Plant and Soil Science, All College Board AP courses and all dual enrollment courses in Science
FOREIGN LANGUAGES - All languages I-IV, AP Culture, all dual enrollment foreign language courses.

Class rank shall be calculated by accumulated grade points divided by the number of eligible courses for which final grades were given. The numeric semester average shall earn grade points according to the District's weighted grade point scale. Class rank shall be calculated at the end of the fifth six-week grading period of the senior class. Class rank and GPA shall include only coursework in English, mathematics, science, foreign language, and social studies taken in grades 9-12 as well as any high school courses in these subjects taken at junior high or middle school campuses. All dual enrollment summer school courses taken as a first attempt will count towards gpa.

The following courses shall be excluded when determining the GPA for class rank: Credit recovery courses, correspondence courses, credit by examination with or without prior instruction, regular summer school courses, courses for which only a pass/fail grade was given, credit for courses not recognized by TEA, distance learning courses, and courses with credit awarded in a nonaccredited instructional setting. In addition, no credit earned in physical education, band, and athletics shall be included in the GPA ranking calculation.

For purposes of class rank, courses designated as Gifted and Talented, Pre-Advanced Placement (Pre-AP), and Advanced Placement (AP) shall not earn the same number of grade points as regular courses [see WEIGHTED GRADE SCALE, below].

The following chart sets out the weighted grade point system used by the District:

| Grade | DE/Onramps | AP | PAP/Honors | Regular |
| :--- | :--- | :--- | :--- | :--- |
| $100-96$ | 13.0 | 10 | 6 | 0.0 |
| $95-90$ | 12 | 9 | 5 | 0.0 |
| $89-85$ | 11 | 8 | 4 | 0.0 |
| $84-80$ | 10 | 7 | 3 | 0.0 |
| $79-75$ | 9 | 6 | 2 | 0.0 |
| $74-70$ | 8 | 5 | 1 | 0.0 |
| $69-0$ | 0.0 | 0.0 | 0.0 | 0.0 |

Courses shall be divided into GT/Pre-AP/Honors/AP and Regular on the weighted grade scale, as follows:

## Transfer Students

When a student transfers semester grades for courses that would be eligible under the Regular category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District only if the same or an equivalent course is offered to the same class of students in the District.

Students transferring into the District shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

Transfer Grade Conversion Chart A+=98 B+=88 C $+=78 \mathrm{D}+=68 \mathrm{~A}=95 \mathrm{~B}=85 \mathrm{C}=75$ $\mathrm{D}=65 \mathrm{~A}-=92 \mathrm{~B}-=82 \mathrm{C}-=72 \mathrm{D}-=62 \mathrm{~F}=0$

## Early Graduates

To be eligible to graduate early, a student shall complete all course-work and exit-level testing required of the ninth-grade class in which he or she begins high school. A student who completes the high school program requirements in fewer than four years shall be ranked in the class with which he or she actually graduates. Early graduates shall not be eligible for valedictorian or salutatorian.

## Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the two school years immediately preceding graduation;
2. Be graduating after exactly eight semesters of enrollment in high school; and
3. Have completed the foundation program with the distinguished level of achievement.

In case of a tie in weighted numerical grade averages after calculation to the fourth decimal place, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

1. Count the number of dual credit and AP courses taken by each student involved in the tie.
2. Calculate a weighted numerical grade average using only eligible grades in AP and dual credit courses taken by each student involved in the tie.
3. Calculate a weighted numerical grade average using only eligible grades earned in English, mathematics, science, and social studies taken by each student involved in the tie during grades 11 and 12.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

## Highest-Ranking Graduate

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

## State of Texas Assessment of Academic Readiness (STAAR) End-of-Course ( EOC )

STAAR EOC assessments include Algebra I, biology, English I reading and writing, English II reading and writing, and United States History. Students must pass all five of these end-ofcourse assessments to be eligible to graduate from a Texas public high school.

A student shall be required to retake any EOC assessment for which the student did not meet the minimum standard. Accelerated instruction is required for students who did not perform satisfactorily on end-of-course exams required for graduation under HB 5 (Algebra I, English I (reading/writing), English II (reading/writing), biology, and U.S. History.

## Promotion (EIE-LOCAL)

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.
In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:
Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final examinations or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.
In grades $1-5$, promotion to the next grade level shall be based on 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 a grade of 70 or above in language arts, mathematics, and science.
In grades 6-8, promotion to the next grade level shall be based on 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 a grade of 70 or above in language arts, mathematics, science, and social studies.
Grade-level advancement for students in grades $9-12$ shall be earned by course credits. [See EI]

## Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee. The committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.

With the exception of absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

