

Shoemaker High School Specific Grading Procedures

Shoemaker High School will follow the district guidelines as they are set forth in the district grading policy. The following information is intended as an extension to the district guidelines.

- ❖ SHS teachers will ensure that their gradebooks are updated at least once per week at a minimum.
- ❖ Teachers will take at least one grade (either formative or summative) per week, with the exception of the first and last instructional weeks of each semester (Although this is permitted, if the teacher determines it is in the best instructional interest of the students).
- ❖ Progress reports/report cards will be printed according to the UIL calendar and distributed to students in their fifth period classes.
- ❖ No individual grades (formative or summative) shall be counted multiple times in the gradebook.
- ❖ However, a teacher may break up an extended assignment into parts, using each part as a formative assignment. If this method is employed, the students will be apprised of this expectation in writing when the assignment is assigned.
- ❖ Further weighting within the summative and formative categories is not permitted. In other words, within the proper level of the class, the percentages shall be as listed above in policy (60/40; 65/35, etc.) without further percentage manipulation.

Re-do Requests and Make-Up Work

Re-Do Procedures:

In accordance with KISD Board Policy EIA (Local), a student shall be permitted one opportunity to Re-do any assignment or retake any test. The student or parent must request the additional opportunity within 10 days of the grade being posted in the grade book. Campuses may determine additional and more specific criteria.

- ❖ The Re-do form and procedure are not applicable to Dual Credit classes as these are governed by the syllabus and overseen by the College.
- ❖ The Re-do form and procedure are not applicable to UIL Eligibility concerns.
- ❖ The student obtains the Re-do form from the teacher and he/she submits the FULLY COMPLETED form to the teacher, within ten school days of the assignment being posted in the grade book.
- ❖ Any student who wishes to re-do/retake any assignment or assessment must complete a minimum of one intervention session during the teacher's regularly scheduled (posted) tutorial time.
- ❖ The actual re-doing of the assignment occurs in the teacher's regularly scheduled (posted) tutorial time and duration of tutorial time.
- ❖ Re-do assignments or assessments will cover the same material, but the new assignment may have a different format or different questions.
- ❖ No Re-do shall extend beyond the semester grading period.
- ❖ This opportunity does not extend to semester exams or assessments, or final exams or assessments.
- ❖ The student will be awarded the average of the two grades achieved on the assignment.

Shoemaker High School

Assignment Re-Do Request Form

Student: If you would like to request the opportunity to Re-do an assignment, please complete this form and submit it to your teacher within 10 days of the date the grade was posted in the electronic grade book.

Please Return a signed copy to the parent

Date: _____

Student Name: _____

Teacher Name: _____

Course Name: _____

Assignment: _____

Grade Received: _____

Why do you believe you earned this grade? _____

What are you doing to improve your understanding of this material and your performance on this assignment?

When have you scheduled to attend tutorials to Re-do the assignment?

Student Signature: _____

Parent Signature: _____

Teacher Signature & Date: _____

Make-Up Procedures:

1. Any absences of five days or less shall result in the student receiving five school days from the day of his or her return to make up any assignments assigned on the day(s) of the absence.
2. Any absences longer than five days shall result in a conference with the teacher and the student. This conference will result in the teacher communicating the expected due date for all work missed by the student for the class. The teacher may use his or her own form, or the one attached to this procedure.
3. It is important to note that if a grading period is bridged in this time period, an "I" will be assessed for that grading cycle. As per UIL rules, an "I" (incomplete) in a course results in the student being ineligible to participate for that UIL grading cycle. The teacher will submit a grade change form for the student when the work is submitted and graded, or when the date for the work has passed if the student chooses not to make up the assignments. Teachers will be expected to clear all "I" within the first two weeks of the new marking period. Clearing of the "I" and acceptable grades must be present before the student would be able to regain eligibility on the posted UIL schedule.
4. If a student is absent longer than three days, the students' counselor may collect work for that student at the request of the student or parent to the counselor. The student or parent will be required to pick up the collected work from the counseling office.
5. Should a student be absent on the day a previously assigned assignment is due, that assignment is due on the day the student returns to school.
6. Should a student be absent during the time that a long-term assignment is in process, no time extension will be provided to the student on the due date.
7. Teachers may use discretion to extend the policy if the circumstances are extenuating. This policy is intended to serve as a minimum structure for make-up assignments.

Shoemaker High School Make-Up Work Contract

(See the SHS make-up work procedures to use this form)

Student Name _____ **ID Number** _____

Teacher name:

Dates of Absence:

Dates all assignments are due to the teacher:

List of assignments to be completed:

Tutorial Times if extra help is needed:

Student Signature: _____ **Date:** _____

Teacher Signature: _____ **Date:** _____

Late Work Policy

Shoemaker High School will follow the guidelines regarding our late work policy. Students who turn in work late can receive the following actions.

1. The first day the assignment is late the student will receive a 10 % reduction on their assignment.
2. On the second day the assignment is late the student will receive a 20% reduction on the assignment.
3. On the third day the assignment is late the student will receive a 30% reduction on the assignment grade.
4. Any assignment submitted after three days will result in a starting grade of 50%.

Robert M. Shoemaker High School
Pre-AP/AP Student Exit Form

(This form is only valid within the first four weeks of the Pre-AP/AP course or semester break)

Student Name: _____ Date: _____

In accordance with the Pre-AP/AP student expectation agreement form, I have made the decision, in consultation with my parent/guardian and teacher, that I should exit my Pre- AP/AP class listed below. I have attended tutorials, worked with my teacher and applied myself to the best of my ability but I am not able to be successful in the Pre- AP/AP course listed below.

***Deleting a Pre- AP/AP course is a change in curriculum and GPA points awarded. Dropping Pre-AP/AP courses may result in an alteration of the student’s schedule as not all classes are offered every period of the day. There is no guarantee that the deletion of a Pre-AP/AP placement will result in a regular course the same period as the deleted course.*

Check all interventions that have been attempted by the student:

- _____ Tutorials
- _____ Student conference with the teacher
- _____ Parent/Guardian conference with the teacher
- _____ Teacher has attached Tutoring Log and Parent Contact Log
- _____ Conference with my counselor
- _____ Conference with the Curriculum Director

Pre-AP/AP course requested to be dropped: _____

Replacement course requested: _____

Student Signature:

Parent Signature:

Pre-AP/AP Teacher Signature:

Curriculum Director Signature:

Robert M Shoemaker High School

Pre- AP/AP Student Expectations Agreement

Student Name: _____

Pre-AP/AP Course: _____

Parent/Guardian Name: _____

Pre-AP/AP Teacher: _____

AP Coordinator: _____

You are currently registered to take a Pre-AP course this year. Taking a Pre-AP course is a collaborative effort between you the student, your parent/guardian and the school. Each party plays a role and must make the commitment to meet the expectations noted below.

The Student agrees to organize his/her time and effort to successfully complete the Pre-AP/AP course in which he/she is enrolled. The student will notify teachers immediately if he/she falls behind in class readings and/or assignments. The student will be expected to complete assignments, readings and projects outside of class time. Tutorials are offered and regularly scheduled. Student attendance is expected for these academic supports.

The Parent/Guardian agrees to be familiar with and accept the Pre-AP/AP course requirements and policies, and to help his/her child organize study time in support of class assignments. Teachers will provide a calendar, syllabus or classroom agenda for students to follow.

The School (Pre-AP/AP Teacher and AP Coordinator) agrees to provide rigorous instruction and challenging course content as described by the College Board. College Board clearly defines Pre-AP courses as the gateway to taking AP courses. An AP course is for any student that is academically prepared and motivated to take on college level courses.

The Curriculum Director of Shoemaker High School has instructed all Pre-AP/AP teachers that their course curriculum shall align with the expectations of the College Board as a preparation for an AP course in the future. The rigor of the course will align with this expectation. Within the first four weeks of school, students may choose to step down from a Pre-AP/AP course to a regular placement using a form in the counseling office. After the four-week point, students will be expected to remain in the course until the semester break where they can have their placement reevaluated. Supports are put in place to help students succeed. This coursework is intended to be very rigorous.

Student Signature

Date

Parent/Guardian Signature

Date

Pre-AP/AP Teacher Signature

Date

AP Coordinator Signature

Date

The student is responsible for collecting the required signatures and returning this agreement to his or her teacher. Each teacher is to keep this form on file and submit completed copies to the curriculum office. A form for each class is required.

Adjusting Schedule to Include AP/ Pre-AP

To: Parent of _____

Date: _____

AP / Pre AP-Classes Requested: _____

Please note that any schedule adjustments may cause the student's schedule to change from its current format, and the counseling department cannot guarantee that your student's schedule will remain in the same order. Student may need to attend tutoring to make up work they missed in the class.

Dear Parent of _____

Your student has indicated that they desire to take an advanced class or classes. Please write a statement below indicating your opinion on the proposed schedule change that will include more rigorous coursework. In your statement, please indicate whether or not you agree with this proposed change. Please sign and date your statement.

Parent Statement

Signature/Date _____

Student Statement: (Please write a statement about why you desire to take more Pre-AP or AP classes) Sign and date your statement.

Signature/Date _____

Communication Record

*(To be completed by the teacher. NO signatures required on this page.
All requests must be submitted to the SHS Curriculum Office.)*

Student _____ **Course** _____

1. Initial Verbal Contact With Parents

Date: _____ Time: _____

Comments: _____

*Other Communication: _____

*Other Communication: _____

2. *Academic Growth Plan (see reverse)

Parent/Teacher/Student Conference Date: _____

Time: _____

3. Subsequent notification and or verbal discussion concerning the on-going progress of the student. (Can be in the form of a group e-mail or individual letters and phone calls)

Parent/Teacher Communication _____	_____
Date	Comments (Use additional paper if necessary)

TAG Coordinator (If Applicable) _____	_____
Date	Comments (Use additional paper if necessary)

AVID Coordinator (If Applicable) _____	_____
Date	Comments (Use additional paper if necessary)

Curriculum Director _____	_____
Date	Comments (Use additional paper if necessary)

4. Schedule Change Process

This completed form must be attached to and request for AP / P-AP / Honors schedule changes. Students will not be able to obtain signatures without it.

Student Academic Growth Plan

*to be completed at least 2 weeks prior to a request for schedule change

A: Student will follow tutoring schedule until he/she is no longer in danger of failing this course.

Tutoring Commitment (Specific dates and times):

B: Student will maintain a consistent study time devoted specifically to this course outside of the classroom period of instruction.

Average nightly study time commitment:

C: Student will organize his/her time and resources effectively.

Uses the following time management activities (Circle all that apply):

Study Habits Questionnaire 24 Hour Pie Chart Time Management Estimates Goal Setting Activity

Other:

Complete the Organizational Tasks: (Circle all that apply):

Maintain assignment calendar Maintain course-exclusive folder Utilize e-mail reminders

Other:

D: Student will actively participate in classroom lecture, discussions, and homework activities.

Homework strategies discussed:

Note-taking strategies discussed:

Test-taking and memory strategies discussed:

Class participation strategies discussed:

Research and submit a list of web-sites for individual study/self-help

___ Create peer networking plan

___ Attach note card identifying strengths and problem areas of each daily assignment

___ Active communication with the teacher

___ Daily question for the teacher

Other:

E: Other Improvement Strategies:

Student Name (Please print)
Date

*Student Signature

Parent Name (Please print)
Date

*Parent Signature

Teacher Name (Please print)
Date

*Parent Signature

*Signature indicates agreement and support of the terms in the Student Academic Growth Plan Distinguished Level of Achievement