



# *Wharton*

## **Independent School District**

### **2021 - 2022 Grading Guidelines**

Wharton ISD has constructed its grading guidelines based upon key principles from the concept of mastery learning. Mastery learning, in its most simple definition, means students master the skills and concepts which they are taught in the classroom. Teachers drive this mastery by first providing high-quality instruction. Then, teachers give students frequent and specific feedback to improve understanding. If necessary, teachers re-teach material.

Wharton ISD grading guidelines acknowledge the importance of mastering skills and concepts by allowing students who do not perform well on certain assignments or tests an opportunity to redo the work. Specific rules apply in these situations.

Student grades must reflect the student's mastery of the Texas Essential Knowledge and Skills (TEKS) and Student Expectations and local curriculum requirements. The district seeks to provide each student with a challenging and appropriate educational program. We can best achieve this goal by recognizing that individual students, through their varied learning styles, respond to different instructional approaches and require varied periods of time in which to master concepts and essential knowledge and skills. This philosophy is applied to an integrated program of developmental skills, PreK-12, as well as to a rigorous post-graduation preparatory curriculum. In this way, every student will be provided an optimal opportunity for academic development and success.

#### **MINIMUM INSTRUCTIONAL EXPECTATIONS**

Instruction in all programs is guided by researched-based theory and lesson design that provide for individual learning differences and requirements. The following characteristics are inherent in effective classroom practice:

1. Instruction occurs in a clearly defined manner;
2. Student thinking processes and engagement are constantly monitored as a part of instruction;
3. Both formative and summative performance assessments are administered frequently in order to evaluate and monitor student progress;
4. Summative evaluation occurs only after the instructor has utilized appropriate re-teaching, extension, or enrichment activities or experiences

#### **OBJECTIVE STANDARDS**

1. The standard for each student will be the grade level Texas Essential Knowledge and Skills and local requirements for that grade level.
2. Grades will reflect the degree of mastery of the district curriculum.

## **INSTRUCTIONAL MODIFICATIONS AND ACCOMMODATIONS**

1. Modifications/accommodations in instruction and/or materials, as documented on individual modification sheets (for 504 students) or Individual Education Plans (IEP), are to be implemented to the degree specified. The degree of modification or the appropriateness of the student's instructional challenge will be reviewed annually.
2. If a student must work significantly below level and, as a result, the level/type of classroom work must be significantly altered, he/she will be graded according to his/her IEP.
3. Implementation of IEP modifications/504 accommodations is not optional; it is required by both district policy and federal law.
4. STAAR testing accommodations will be used on local/district assessments.

## **STUDENT SUPPORT PROCEDURE**

Teachers are expected to make efforts throughout the year to support individual students in attaining mastery of the district curriculum. Such efforts include, but are not limited to, using differentiated instruction, developing a support plan, correcting misconceptions, and providing opportunities to show mastery.

## **REQUEST FOR A GRADE CHANGE**

**Grade Change Requests** must be utilized to change any of the information reported on the student's report cards, progress reports, or transcripts. A separate form must be submitted for each grade, on each student, to be changed after receiving approval from campus principal.

## **INTERIM PROGRESS REPORTS**

Interim progress reports will be sent to parents twice during the nine-week grading period (every three weeks) and a report card at the end of the nine-week grading period.

## **TRANSFER STUDENTS**

In the case of a transfer student, grades accepted shall be accepted based on the intent of the sending school. If the transfer grade from an accredited school has been designated as an AP, Pre-AP, Honors, or Dual Credit course on the transcript, the grade shall be awarded weighted rank points as long as the same course is weighted at the same level of difficulty within the District. If the transfer grade from an accredited school has been designated as an IB or Pre-IB course on the transcript, the grade shall revert to weighted rank points for an AP or Pre-AP weight. Numerical grades earned from an accredited school shall be accepted. If the originating school sends a grading scale, alpha grades will be entered according to the scale. If no grading scale is available, alpha grades shall be recorded as:

A+ 99	B+ 89	C+ 79	D+ 72	F 65
A 95	B 85	C 75	D 71	
A- 92	B- 82	C- 73	D- 70	

When a transfer student's Academic Achievement Record indicates transfer grades of P (Pass) or F (Fail), those grades will be posted on their transcript as a P or F. The P or F will not be converted to a numerical grade for entry into the GPA or rank. If the transfer school will send a numerical grade for the P or F, then the registrar will post the numerical grade. At that time, the numerical conversion grade will be posted and calculated into GPA and rank for the transfer student.

Students who transfer into the district may receive adjusted award of credit, based on the following:

1. Internal averaging will be conducted manually within the same school year for the same full year course to determine the final year average under the following condition: If the final grade of semester one and semester two of the same course average to a 70 or higher, the student will receive credit for the course.
2. If a student transfers into the district within the same school year and the final grade for semester one and semester two average to a 70 or higher, an adjustment will be made to reflect the passing grade average in the year-long average of the course.
3. The year-long average of the course will not be calculated into the grade point average, only in the awarding of credit for the course.
4. This averaging procedure would require campus administrative approval and the completion of a grade change form to reflect the year-long average and the award of credit.

### **COLLEGE BOARD ADVANCED PLACEMENT COURSES**

AP students shall be given the opportunity to re-do assignments and retake assessments for which they receive a failing grade for a maximum grade of 70. Students enrolled in AP Courses will be required to take the appropriate AP Exam at district expense. Students may register and pay for additional AP Exams for courses in which they are not enrolled.

## **Elementary Guidelines**

### **PRE K - K:**

The reporting system will reflect students' performance in the classroom based on grade level expectations. These expectations should be based on developmentally appropriate objectives that are specified and conform to the State Guidelines. Report cards for grades PK-K shall indicate progress toward mastery of student learning standards by content area using the following letter grades:

**E** = Exceeds Standard

**S** = Met Standard

**N** = Not meeting Standard

### **CONDUCT GRADES (Grades Pre K – 5)**

Conduct grades will be assigned in all classes.

**E = Excellent**

**S = Satisfactory**

**N = Needs Improvement**

**U = Unsatisfactory**

### **GRADES 1 - 5:**

**A (90-100)** Excellent progress, work is consistently of above average quality

**B (80-89)** Good progress, work is above average

**C (75-79)** Work is of average quality

**D (70-74)** Work is of poor quality, in need of improvement

**F (Below 70)** Failure, work is unacceptable.

Numerical grades will be used to reflect the mastery of standards and skills. A minimum of nine (9) daily grades and three (3) major grades will be taken each nine weeks and should be evenly distributed throughout the grading period. A minimum of one (1) grade per week entered no later than the following Monday at 11:59 p.m. will be taken each nine weeks. The report card grade will reflect a weight of 50% daily grades, 50% quizzes and test grades. Each unit student will be assessed using the unit assessment at the end of each unit.

## **FINE ARTS (Music, Band and Art) AND PHYSICAL EDUCATION**

Letter grades will be assigned for grades Pre K - K and numerical grades will be used to determine academic progress for grades 1-5. A minimum of nine (9) total grades will be taken in each special area each nine (9) weeks.

## **READING AND MATH SCREENING ASSESSMENTS AND PROGRESS MONITORING**

All Screening Assessments will be given at the beginning, middle and end of the academic school year and will be used to help drive differentiated instruction for all students.

### **Homework**

Homework should be used to reinforce and support mastery of learning, engage parents in the learning process, and when appropriate and possible, should be differentiated for students depending on their mastery of the objectives. Feedback should be provided regarding any assignment sent home for completion. Homework should be based only on content standards previously taught, assigned and completed during the same instructional week, and at a level of difficulty that can be completed independently by students.

### **Honor Roll (Grades 1 – 5):**

Students in grades one (1) through five (5) have the opportunity to be on the honor roll. Certificates of recognition are awarded to students who are on the A honor roll and AB honor roll every nine weeks. All honor roll students will be acknowledged.

### **Make up Work**

Your child will have several assignments during the school day for which he or she is responsible. If your child is given an assignment to complete, it must be turned in the following day. For each day a student is absent, they will receive one day to complete the assignment(s). All make-up work will be given upon the student's return to school. It is the student/parents responsibility to check with the teacher for assignments missed during absence. In the event of extenuating circumstances, additional time will be allotted to make up the assignments.

### **Missing Assignments**

When a student does not turn in an assignment, the teacher will post a missing grade indicator for that assignment.

### **Retest**

Students who fail a major assignment (test) will be given one opportunity to retest. The retest must be completed within five school days of the notification of the grade and it must be done either before or after school. Teachers will offer an intervention based on individualized student areas of deficiency on the major assignment. The retest administered will be a different format of the test and will have a maximum grade of a 70. Teachers will be consistent with the method of retesting for each major assignment. The requirements for retesting must be approved by the principal. *EXCEPTIONS:* The following assessments are not subject to the reassessment guidelines: mCLASS and Running records; Student projects.

### **Grade Reporting**

In order to provide students and parents with timely feedback, grades are entered into the online gradebook by the Monday of the following week the assignment was given. Grades are recorded during the nine weeks in which the work occurs.

## **Dishonesty / Cheating**

Cheating is considered a major offense that interferes with the learning environment. Parents will be notified of the offense and may be requested to come for a conference with the administrator to discuss the offense and the disciplinary action. The disciplinary action will depend on the offense, previous actions, and the seriousness of the misbehavior and will follow the Student Code of Conduct.

## **Secondary Guidelines**

1. Wharton Junior High and Wharton High School Classes:
  - a. Major Assignments (unit tests, projects, presentations, lab reports, book reports, etc.) will count 60% of the nine weeks grade. A minimum of three major grades in a regular class is required in each nine weeks. No major grade will be counted more than once. Non-Major Assignments (homework, class work, short quizzes, lab reports, projects, journal writings, etc.) will count 40% of the nine weeks grade. A minimum of nine non-major grades are required each nine weeks, with a minimum of one grade (either a major or non-major grade) posted each week. These grades will be recorded by **11:59 p.m. on Monday** of the following week.
  - b. Class of 2025 (current 8<sup>th</sup> graders in the 2020-2021 school year): There will be three levels of courses offered – on-level, pre-AP, and AP/Dual Credit. High school level courses that are completed at the junior high level will receive high school credit on a 4.0 grading scale (Algebra I).
    - On-level – grades will be calculated on a 4.0 grading scale
    - Pre-AP – grades will be calculated on a 5.0 grading scale
    - AP/Dual Credit – grades will be calculated on a 6.0 grading scale
2. Dual Credit classes follow WCJC guidelines.
3. To protect the integrity of the grading process, students will not grade another student's work; however, peer editing and collaborative pairs or small groups that are collectively comparing and contrasting work are allowed. Numeric grades are only to be assigned by the teacher.
4. Grades will not be given for non-academic tasks. Additionally, classes that have extra-curricular components (athletics, band drill team, FFA, etc.) will not assign grades for after school practices or performances. Grades are to be generated by in class work that is related to the TEKS.
5. Students who fail a major assignment (test) will be given one opportunity to retest [EIA (LEGAL)-P]. The retest must be completed within five school days of the notification of the grade and it must be done either before or after school. All teachers will offer an intervention based on individualized student areas of deficiency on the major assignment. The retest administered will be a different format of the test and will have a maximum grade of a 70. Teachers will be consistent with the method of retesting for each major assignment. The requirements for retesting must be approved by the principal.
6. *For each day of an excused absence, they have one school day to redo the assignment. Students absent for an extended period of time will be reviewed*

*on a case by case basis.*

7. If a student does not turn in an assignment, the teacher will post a missing grade indicator for that assignment.
8. Academic Dishonesty: A student found to have engaged in academic dishonesty shall be subject to either grade penalties or disciplinary penalties in accordance with the Student Code of Conduct.
9. Semester Exams will count 1/7 (14%) of the semester average. Students will not have the opportunity to retake a semester exam if they fail that exam.

### **Courses for Exemptions**

Students at Wharton Junior High and Wharton High School who are enrolled in the below courses are exempt from the commonly referred to as the “**no pass no play**” requirement as noted in section 33.081 of the Texas Education Code. Courses include all advanced placement or international baccalaureate courses, honors or dual credit courses in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English. See the table below by campus for eligible courses.

#### **Wharton Junior High**

7th Grade	8th Grade
Advanced English Language Arts (ELA)	Advanced English Language Arts (ELA)
Advanced Reading	Advanced Reading
Advanced Math	Advanced Math
Advanced Texas History	Algebra
Advanced Life Science	Advanced U. S. History
	Advanced Earth Science

#### **Wharton High School**

9th Grade	10th Grade	11th Grade	12th Grade
English I Advanced	English II Advanced	English III Advanced	English IV Advanced
ROAR English I Advanced	ROAR English II Advanced	English III AP	English IV AP
Algebra I Advanced	Geometry Advanced	ROAR English III AP	English IV Dual Credit
ROAR Algebra I	ROAR Geometry Advanced	ROAR English II Dual Credit	ROAR English IV Dual Credit

9th Grade	10th Grade	11th Grade	12th Grade
Geometry Advanced	Algebra II Advanced	Literary Genres: Mythology	Literary Genres: Mythology
ROAR Geometry Advanced	ROAR Algebra II Advanced	Algebra II Advanced	Algebra II Advanced
Biology Advanced	Biology Advanced	Pre-Calculus Advanced	Pre-Calculus Advanced
ROAR Biology Advanced	Chemistry Advanced	Pre-Calculus Dual Credit	Pre-Calculus Dual Credit
World History Advanced	ROAR Chemistry Advanced	ROAR Pre-Calculus Dual Credit	Calculus Advanced
ROAR World History Advanced	Human Geography AP	Biology II AP	Calculus Dual Credit
Special Topics in Social Studies I Dual Credit	World Geography Advanced	Chemistry Advanced	ROAR Calculus Dual Credit
Spanish III Advanced	ROAR U. S. History Honors Dual Credit	Physics Advanced	Biology II AP
Spanish IV AP	Spanish III Advanced	ROAR Physics Advanced	Physics Advanced
ROAR Study Skills	Spanish IV AP	Physics AP	Physics AP
ROAR Education Psychology	ROAR Theater I Dual Credit	Anatomy and Physiology	Anatomy and Physiology
	ROAR Speech	Human Geography AP	Scientific Research and Design Biology for Science Majors Dual Credit
	ROAR Speech Dual Credit	U. S. History Advanced	Scientific Research and Design for Geology Science Majors Dual Credit
	ROAR Psychology 2301	U. S. History Dual Credit	Human Geography AP
		ROAR Government 2305	U. S. Government Advanced
		ROAR Psychology Dual Credit	Economics Advanced
		Social Studies Research Methods I	U. S. Government Dual Credit

9th Grade	10th Grade	11th Grade	12th Grade
		Spanish III Advanced	Economics Dual Credit
		Spanish IV AP	ROAR Economics Dual Credit
			ROAR Psychology Dual Credit
			Psychology Dual Credit
			Spanish III Advanced
			Spanish IV AP

### Wharton High School Final Exam Exemptions

**SENIOR LEVEL- Students** are eligible for an exam exemption in up to four (4)\* classes provided ALL of the applicable criteria are met:

- An average of 80 or above in regular and Honors courses.
- No more than three (3) unexcused absences in the class.
- OSS or DAEP placement automatically bars the student from any exemptions.
- All fines/fees are clear and/or current.
- Seniors have the opportunity to be exempt for First and Second Semester exams.

**JUNIOR LEVEL-Students** are eligible for an exam exemption in up to three (3)\* classes provided ALL of the applicable criteria are met:

- An average of 80 or above in regular and Honors courses.
- No more than three (3) unexcused absences in the class.
- OSS or DAEP placement automatically bars the student from any exemptions.
- All fines/fees are clear and/or current.

**SOPHOMORE LEVEL-Students** are eligible for an exam exemption in up to two (2)\* classes provided ALL of the applicable criteria are met:

- An average of 80 or above in regular and Honors courses.
- No more than three (3) unexcused absences in the class.
- OSS or DAEP placement automatically bars the student from any exemptions.
- All fines/fees are clear and/or current.

**FRESHMAN LEVEL-Students** are eligible for an exam exemption in one (1)\* class provided ALL of the applicable criteria are met:

- An average of 80 or above in regular and Honors courses.
- No more than three (3) unexcused absences in the class.
- OSS or DAEP placement automatically bars the student from any exemptions.



- All fines/fees are clear and/or current.

[See **Report Cards/Progress Reports and Conferences** on page 94 for additional information on grading guidelines.]

## **Graduation (Secondary Grade Levels Only)**

### **Requirements for a Diploma**

A student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).
- Valedictorian or Salutatorian must attend WHS entire 11th and 12th grade school years.
- Honor grads - 4.5 GPA- \* Early rank after 3rd nine weeks or 5th six weeks.

### **State Testing Requirements for Graduation**

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

- English I,
- English II,
- Algebra I,
- Biology, and
- U.S. History.

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing** on page 100 .]

### ***Foundation Graduation Program***

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page .

State law prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parents are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

### ***Credits Required***

The foundation graduation program requires completion of the following credits:

<b>Course Area</b>	<b>Number of Credits: Foundation Graduation Program</b>	<b>Number of Credits: Foundation Graduation Program with an Endorsement</b>
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	6	8
<b>Total</b>	<b>23 credits</b>	<b>27 credits</b>

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for

the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
  - A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
  - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

### ***Available Endorsements***

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue.

### ***FAFSA or TASFA***

Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for a good cause.

Please contact the school counselor for more information.

### ***Personal Graduation Plans***

A Personal Graduation Plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with a distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parents. Before the end of grade 9, a student and his or her parents will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit](#).

A student may amend his or her personal graduation plan after this initial confirmation. The school will send written notice of any such amendment to the student's parents.

## **Available Course Options for All Graduation Programs**

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

**Note:** The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

## **Certificates of Coursework Completion**

A certificate of coursework completion will not be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

## **Students with Disabilities**

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

ARD committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law. A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.