

**Grading Guidelines**

Grading guidelines are developed to clarify and ensure adherence to Board-approved grading policies [see EIA (LEGAL) and EIA (LOCAL)] and to ensure consistent grading practices across all classrooms and schools. Grading should be both formative and summative in nature.

To ensure compliance with Board policy, these guidelines should be reviewed in conjunction with Board policy EIA (LOCAL). These guidelines are intended to clarify Board policies, not to duplicate all policy requirements.

To maintain effective communication with stakeholders regarding grading guidelines, the Superintendent or designee will conduct focus groups when revising or developing districtwide grading procedures. The Curriculum and Instruction Division in collaboration with the School Leadership Division will review grading procedures to ensure compliance with Board policies and regulations related to grading. The district will communicate the common grading procedures to campus staff, parents, and students in writing as directed by the campus principal. Principals will develop procedures to communicate the campus grading practices and will report student learning progress to all parents, campus instructional staff, sponsors of extracurricular activities, and the Area Director. Teachers will consistently implement common grading procedures in compliance with this regulation and will communicate the common grading procedures to parents and students in writing as directed by the campus principal. Teachers shall provide a written copy of their grading procedures to students and parents to include opportunities for tutoring and redoing a failed assignment. The following grading guidelines will be used for all students unless otherwise specified by an ARD or LPAC Committee.

**Grading Purposes**

Grades should reflect adherence to the purposes for grading outlined in policy EIA(LOCAL) including equity and access to rigorous learning, communication, motivation, instructional decision making, and documentation of learning.

**Three Week  
Progress Reports**

The District shall provide progress reports to the parents or guardians after the third and sixth week of each grading cycle for all students in 1 through 12. Teachers are encouraged to issue progress updates to all Pre-K- 12 students to communicate standards mastery and provide specific feedback about effort exhibited by the student in his or her learning. If a student's performance in any subject or class is below 70 or whose average is deemed borderline according to District guidelines it will be recorded and communicated using District-approved reporting forms and/or software programs. For elementary students below the 21st percentile on the universal screener and found to be in need of Tier 2 instructional support,

teachers will schedule an RTI conference with the parent and work collaboratively to create a Problem-Solving Model (PSM) document to plan for interventions.

**Report Cards**

The District shall give written notice to parents or guardians of student's grades in each subject or course at the end of each grading cycle as specified by the District calendar.

**Reteach/Retesting**

Teachers will formatively assess students on a daily basis. For students who are not demonstrating mastery (by getting a 70% or better), grade recovery will be on-going throughout a cycle. The teacher will reteach student(s) either during class with a teacher-led small group instruction or through tutorials within 5 school days. When greater than 50% of the number of students in a class have not mastered the TEKS, the teacher must reflect on the initial instruction and plan reteach. Reteach should include different instructional strategies than what was used initially during the "first teach". After implementing the reteach within 5 school days, the teacher will re-assess students and compare to the initial assessment.

When re-teaching occurs, the teacher will document through the district grade book.

Retest opportunities are available after re-teaching has occurred and within five school days of receiving the original assessment grade. After a retest has occurred student(s) will receive the higher of the two assessment grades for on-level courses.

For all Advanced Academics courses including AP, IB and dual credit the course syllabus will outline reteach/retest opportunities for each course. The reteach/retest opportunities must align with higher education partner institution policies for dual credit and dual enrollment courses.

**Online Instruction  
Grades 3-12**

The guidelines provided will be used for online instruction offered to students in grades 3-12. Instructors will utilize the learning management system for coursework; however, official grades and attendance will be reported in the Student Information System (SIS).

**Pre-K and  
Kindergarten  
Grading Guidelines**

The pre-kindergarten and Kindergarten teacher evaluate the student's mastery of district curriculum and state standards by observation and student performance. This information is communicated to parents on the kindergarten report card and during parent conferences. The report card is sent to parents every grading cycle. This report reflects the progress of a student in the areas of:

- Listening and Speaking/Phonological Awareness
- Print Awareness/Reading Readiness

ACADEMIC ACHIEVEMENT  
GRADING/PROGRESS REPORTS TO PARENTS

EIA  
(REGULATION)

- Comprehension
- Writing/Fine Motor
- Social Studies
- Mathematics
- Work Habits and Social Development
- Science/Health
- Art, Music, Physical Education

An explanation of symbols and letters used for Language Arts, Mathematics, Science/Health, Social Studies, Work Habits and Social Development is as follows:

- - The skill is not assessed this grading period.
- - The skill is assessed this grading period.
- M - The skill has been introduced, and the child consistently meets current grade level expectations.
- S - The skill has been introduced, and the child is making satisfactory progress.
- N - The skill has been introduced, but the child needs more time and help.

Homework

Teachers may assign homework that is used to reinforce and support mastery of learning. Student/parent reading time is not considered homework.

**Grades 1–5  
Grading Guidelines**

A minimum of eight grades per nine-week grading cycle period, per subject area are required to document academic performance.

Grades must be taken during the entire grading period. Teachers are required to enter/update grades in the district grade book a minimum of one time per week for each class throughout the course of the grading cycle.

Homework

Teachers may assign homework that is used to reinforce and support mastery of learning. Homework should be based only on content standards previously taught and at a level of difficulty that can be completed independently by students. Student/parent reading time is not considered homework.

Test and / or Project  
Grades

Teachers should use a variety of assessment methods such as unit tests, project evaluation, nine-week tests to determine mastery of identified content learning standards.

ACADEMIC ACHIEVEMENT  
GRADING/PROGRESS REPORTS TO PARENTS

EIA  
(REGULATION)

Makeup Work and  
Incomplete Grades  
Related to an  
Absence

Students will be permitted to make up assignments and tests without grade penalty after an excused or unexcused absence. Giving zeros as a grade is not a best practice, and, therefore, a zero can be recorded only after a parent call/notification has been made and the student has been given two school days for every day missed or two school days after parent notification to complete the assignments or tests. An incomplete (I) grade on the nine-week report card will be recorded if the makeup time has not elapsed prior to the end of the nine-week period. An incomplete for a nine-week grade that is not made up by the end of the following grading cycle will be recorded as the actual grade average earned. Grades of incomplete must be reviewed by the school's attendance committee or grade placement committee. The campus committee will determine the method for students to remediate the incomplete grade.

Late Work Not  
Related to an  
Absence

Students must be given at least one opportunity to submit late work not related to an absence. Grade penalties and the amount of time allowed to complete the assignment should be determined by grade-level/department teacher teams and approved by the principal. Teachers will develop and consistently implement common grade-level or department grading procedures for late work in compliance with this regulation and will communicate the common grading procedures to parents and students in writing as directed by the campus principal.

Grade Weights

Grades for each cycle shall be determined by a combination of daily grades, major grades, and/or projects related to the TEKS. The following weights will be used to determine nine-week grades as follows:

Minor Grades: (8 minimum) Classwork/Assignments/Quizzes	80 percent of nine week's grade
Major Grades: Tests/Projects/Products/ Benchmark Exams/ Common Assessments (2-3 grades minimum)	20 percent of nine week's grade

Students are graded with numerical grades for:

- a. Language Arts (consisting of): Reading (weighted 1/2) Writing (weighted 1/2)
- b. Mathematics
- c. Science/Health

d. Social Studies

Reading and Writing should be integrated and equally weighted at 50%. Writing should include composition and grammar, with spelling being part of the composition grade. Handwriting (penmanship) should not be a numerical grade. Handwriting grade can be N or S. Art, music, and physical education teachers will assign grades in their content area for each grading period of the school year and criteria for grading in these subjects will be based primarily on classwork.

High Class / Grade  
Level / School  
Failure Rates

Teachers with nine-week and/or semester failures will develop intervention plans for struggling students. Teachers with a nine-week failure rate of greater than ten percent in any subject area will be required to develop and submit an intervention support plan for struggling students that will be monitored by the principal or designee.

Schools with a nine-week failure rate of greater than ten percent in any grade/subject will be required to develop and submit an intervention support plan for struggling students that will be monitored by the area director.

Continued school failure rates resulting in greater than five percent retention of students in any grade level may result in additional required interventions/supports/consequences.

Teachers should be prepared to provide an update to the campus principal for students whose grade averages are on the pass/fail borderline of 68–69, including strategies for academic supports for the next nine weeks.

**Grades 6–8  
Grading Guidelines**  
Reporting Learning  
Standards Mastery

Grading of student work should be based on state- and District-required learning standards and should provide clear expectations for mastery that are communicated to and/or co-constructed with students.

Determining  
Classwork Grades

Classwork should be rigorous and standards-based and should document cumulative mastery of content area concepts. Expectations for grading classwork should be clearly communicated to students. Mastery criteria for projects or other assignments that are used to evaluate multiple concepts should be clearly communicated to students using tools such as rubrics or criteria charts.

Determining  
Homework Grades

Homework is based on learning standards that have previously been taught in class that must be completed outside the regular school day and not during the regular class period. Teachers may assign homework that is used to reinforce and support mastery of

learning. All homework assignments must be designed as a meaningful part of the educational process and be reviewed by the teacher. Homework may not be included in the major grade category nor shall one assignment be counted as a double grade. When recording grades, primary consideration should be given to recording homework grades that raise a student's average, not lower it.

The cumulative time spent on homework must be reasonable with the recommended guidelines of no more than one and one-half hours per night or no more than seven hours per week for all grade-level subjects/teachers combined. Teachers should collaborate to determine homework assignments that meet this expectation.

Makeup Work and  
Incomplete Grades  
Related to an  
Absence

Students will be permitted to make up assignments and tests without grade penalty after an excused or unexcused absence. Students will be given at least two regularly scheduled school days for every day missed to complete the assignments or tests missed after an absence. An incomplete (I) grade on the nine-week report card may be recorded if the allotted period has not elapsed prior to the end of the nine-week grading period. An incomplete for a nine-week grade must be made up within ten school days, or the actual grade average earned will be recorded. Principals must be notified when an incomplete is assigned.

Grades of incomplete must be reviewed by the school's attendance committee or grade placement committee. The campus committee will determine the method for students to remediate the incomplete grade.

Late Work Not  
Related to an  
Absence

Students must be given at least one opportunity to submit late work not related to an absence. A maximum of ten points per regularly scheduled class day may be deducted. After two regularly scheduled class days, principals may determine whether or not work will continue to be accepted for a maximum grade of 70.

Teachers will consistently implement procedures for late work in compliance with this regulation and will communicate the common grading procedures to parents and students in writing as directed by the campus principal.

Giving zeros as a grade for late work is not a best practice, and, therefore, it is recommended that a parent call/notification be made prior to recording a grade of zero (especially for students for whom the zero will likely result in a failing grade). Efforts should be made to assist students in completing missed work.

ACADEMIC ACHIEVEMENT  
GRADING/PROGRESS REPORTS TO PARENTS

EIA  
(REGULATION)

**Test and / or Project Grades** Teachers should use a variety of assessment methods such as unit tests, project evaluation, nine-week tests, and the like. There should be no fewer than four test/major project grades per nine weeks in each subject area. Projects may assess multiple learning standards and therefore, more than one grade may be recorded for a project (based on the scoring rubric). Rubrics used for grading projects will reflect mastery of identified content learning standards. A cycle examination shall be administered each nine-week cycle.

Only students with appropriate documentations (such as ARD, LPAC or 504 documentation) may be exempted from the exam. In cases of testing irregularity, the school will work with Evaluation and Assessment to determine appropriate grading for the student.

**Number of Grades** Teachers should record no fewer than two classwork/homework grades per week per subject, with a minimum of 15 grades per subject per grading period. Grades should be documented weekly. A single assignment or test may not be counted twice in order to reach 15 grades.

**Grade Weights for Determining the Nine-Week Report-Card Grade** The following weights will be used to determine nine-week report card grades:

Minor Grades: Classwork/Homework (10 grades minimum)	70 percent (no more than two homework grades)
Major Grades: Tests/Projects/Products/ Benchmark Exams/ Common Assessments (4 grades minimum)	20 percent grade weight (example: composition, tests, benchmarks, common assessments, research paper, presentation, report)
Cycle Exam	10 percent

**Semester Grades** The semester will consist of two nine-week cycles comprised of major and minor grades and four-cycle exams.

**High Class / Grade-Level / School Failure Rates** Teachers with nine-week and/or semester failures will develop intervention plans for struggling students. Teachers with a nine-week and/or semester failure rate of greater than 15 percent in any subject area will be required to develop and submit an intervention support plan for struggling students that will be monitored by the principal/designee.

Schools with a nine-week and/or semester failure rate of greater than 15 percent in any grade/subject will be required to develop and submit an intervention support plan for struggling students that will be monitored by the area director.

Continued school failure rates resulting in greater than ten percent retention of students in any grade level may result in additional required interventions/supports/consequences.

Teachers should be prepared to provide an update to the campus principal for students whose grade averages are on the pass/fail borderline of 68–69, including strategies for academic supports for the next nine weeks.

**Grades 9–12  
Grading Guidelines**

Reporting Learning  
Standards Mastery

Report cards are issued every nine-week grading period, and grades will be recorded and communicated using District-approved reporting forms and/or software programs. Grading of student work should be based on state- and District-required learning standards and should provide clear expectations for mastery that are communicated to and/or co-constructed with students.

Grades will not be entered, nor credit awarded, for subjects from which students have been pulled for instruction in another subject during a grading period. If a student is assigned to an academic intervention class, that student must be moved to the roster for that intervention class. For courses carrying state credit, such moves may only be made at the end of a semester so that students can receive credit. For courses carrying local credit, such moves may be made at the end of a nine-week grading period.

Determining  
Homework Grades

Homework is defined as work that is completed outside of class time and is an extension and/or extra practice related to concepts taught in class or preparation for a future class. Homework may help families become more involved with the educational process, communicate high expectations for students, and help students develop self-discipline and organizational skills. All homework assignments must be designed as a meaningful part of the educational process and must be reviewed by the teacher. Homework may not be included in the major grade category nor shall one assignment be counted as a double grade.

The cumulative time spent on homework must be reasonable with the recommended guidelines of no more than two hours per night or ten total hours per week of homework should be assigned across all subjects/teachers combined, with the exception of students enrolled in multiple AP courses, who may be assigned up to one hour per day per AP course with a total per week for all subjects/teachers combined of no more than 20 hours (considerations may need to be made based on campuses with block schedules, but the total number of hours should remain consistent for students). Teachers should collaborate to determine homework assignments that meet this expectation.



Determining Classwork Grades	<p>Classwork should be rigorous, effort-based, and cumulative to show mastery of content area concepts such as in projects or rigorous tasks.</p> <p>Expectations for grading classwork should be clearly defined through rubrics or other evaluative tools. Project and/or problem-based assignments that evaluate mastery of multiple concepts should be clearly defined in a rubric or criteria chart that is communicated to/co-constructed with and understood by students.</p>
<b>Grading for Dual Credit Courses Taught on the High School Campus</b>	<p>For dual credit courses taught on or off the high school campus, the grading system used will be the grading system of the partner college or university. If numeric grades are not provided, letter grades will be converted (EIC Exhibit C) and submitted to the SIS at the end of each semester. Progress reports can be found in the college or university partner's learning management system e.g. eConnect.</p>
Makeup Work and Incomplete Grades Related to an Absence	<p>Students will be given at least two regularly scheduled class days (A/B) for every day missed to complete the assignments or tests missed after an excused or unexcused absence. An incomplete (I) grade on the nine-week report card may be recorded if the allotted period has not elapsed prior to the end of the nine-week grading period. An incomplete for a nine-week grade must be made up within ten school days, or the actual grade average earned will be recorded. Principals must be notified when an incomplete is assigned.</p> <p>Semester grades of incomplete must be reviewed by the school's attendance committee or grade placement committee. The campus committee will determine the method for students to remediate the incomplete grade.</p>
Late Work Not Related to an Absence	<p>Students must be given at least one opportunity to submit late work not related to an absence. A maximum of ten points per regularly scheduled class day may be deducted. After two regularly scheduled class days, principals may determine whether or not work will continue to be accepted for a maximum grade of 70.</p> <p>Teachers will consistently implement procedures for late work in compliance with this regulation and will communicate the common grading procedures to parents and students in writing as directed by the campus principal.</p> <p>Giving zeros as a grade for late work is not a best practice, and, therefore it is recommended that a parent call/notification be made prior to recording a grade of zero (especially for students for whom the zero will likely result in a failing grade). Efforts should be made to assist students in completing missed work.</p>

**Test and / or Project Grades** Teachers should use a variety of assessment methods such as unit tests, project evaluation, nine-week tests, and the like. There should be no fewer than four test/major project grades per nine weeks in each subject area. Rubrics used for grading projects will reflect mastery of identified content learning standards. A cycle examination shall be administered each nine-week cycle.

Only students with appropriate documentations (such as ARD, LPAC, or 504 exemptions) may be exempted from the exam. Principals may decide to allow 2nd and/or 4th cycle exam exemptions in non EOC courses for students. Cycle exemptions shall be based on meeting CCMR met eligibility status and passing the corresponding course for the 1st and/or 3rd cycle, in addition to meeting daily attendance requirements set by the campus.

In cases of testing irregularity, the school will work with Evaluation and Assessment to determine appropriate grading for the student.

**Number of Grades** Teachers should record no fewer than two grades per week per subject, with a minimum of 15 grades per subject per grading period. Projects may assess multiple learning standards, so one project may result in multiple grade book entries. Grades should be documented weekly. A single assignment or test may not be counted twice in order to reach 15 grades.

**Grade Weights for Determining Nine-Week Grades** The following grade weights will be used to determine nine-week grades:

Minor Grades: Classwork/Homework/Quizzes (10 grades minimum)	60 percent (no more than two homework grades)
Major Grades: Tests/Projects/Products/ Benchmark Exams/ Common Assessments (4 grades minimum)	30 percent grade weight (example: composition, nine-week test, research paper, presentation, report)
Cycle Exam	10 percent

**Determining Semester Grades** The semester will consist of two nine-week cycles comprised of major and minor grades.

**High Class / Grade-Level / School Failure Rates** Teachers with nine-week and/or semester failures will develop intervention plans for struggling students. Teachers with a nine-week and/or semester failure rate of greater than 20 percent in any subject area will be required to develop and submit an intervention support plan for struggling students that will be monitored by the principal.

Schools with a nine-week and/or semester failure rate of greater than 20 percent in any grade/subject will be required to develop and submit an intervention support plan for struggling students that will be monitored by the area director. Continued school failure rates resulting in greater than five percent retention of students in any grade level may result in additional required interventions/supports/consequences.

Teachers should be prepared to provide an update to the campus principal for students whose grade averages are on the pass/fail borderline of 68–69, including academic supports for the next nine weeks.

**Grade Errors and  
Corrections:  
PreK–12<sup>th</sup> Grade**

Errors in students' grades must be corrected to the best of the staff's ability within ten school days after the grading period ends. Corrections of grade errors will be based on teacher grade book records. Corrections will be made only on a designated form with the teacher's and principal's signature and date to verify the change. Copies will be distributed to the Data Controller and Counselors.

**Guidelines for  
Remediation/  
Tutoring**

Parents should be notified if students are removed from any core or enrichment TEKS-based course or classroom for test preparation, and grades for the missed course/class must reflect student absence from instruction. In addition, parents must give written permission for their student to be removed from class for remedial tutoring or test preparation if the student would miss more than ten percent of the regularly scheduled class. For students identified as performing below grade level standards on a district administered screening instrument, individual or homogenous small group instruction utilizing research-based strategies must be provided by a highly qualified teacher. Interventions must be documented appropriately on district RtI and/or tutoring forms.

1. Students should be placed in tiered intervention programs based upon their learning needs, which requires scheduling of interventions during the school day.
2. Students whose grade in a subject for a reporting period is lower than 70 shall be required to attend tutorials during the following reporting period twice per week.
3. Any student may attend tutorial sessions voluntarily or at parent request. It is recommended that students with borderline grades or clear academic need also be provided tutorial services at the point of academic need.
4. Teachers shall provide before or after school tutoring at least two times per week for a minimum of 60 minutes.

**Students Enrolled in Extracurricular Activities**

A student enrolled in extracurricular activities must meet the No Pass/No Play requirements for eligibility to participate. A student must receive a grade of 70 or better in any course for eligibility purposes.

According to 19 Administrative Code 74.30, students enrolled in identified honors courses including Advanced Placement (AP), International Baccalaureate (IB), and dual credit will be eligible for exemption from the state's No Pass, No Play policy [see FM(LEGAL)]. Additionally, local school districts are authorized to identify and approve a listing of such honors courses and set the exemption standard students must meet to retain UIL eligibility. A student who earns a grade of 60 and above at the end of an evaluation period in the courses listed and identified as honors may maintain UIL eligibility. A student who earns a grade below 60 may retain UIL eligibility only if he or she meets the following standards:

1. There are no disciplinary concerns.
2. The student does not have multiple zeroes in an advanced course.
3. The student has made a "good faith" effort to earn a passing grade in an honors course.

A student participating in extracurricular activities who enrolls in honors courses will be expected to stay in honors courses for the duration of the school year.

**Disaster & School Closure Guidelines**

The Superintendent or designee will form a committee to review and implement disaster & school closure provisions outlined in EIA (EXHIBIT A).