

**Elementary Grading
Guidelines**

The District will use the following for reporting an elementary student's mastery of the grade-level Texas Essential Knowledge and Skills (TEKS) concepts and achievement:

- Grades will be given and recorded in major and minor categories every 3rd and 6th week of each six-week grading period.
- A student in any grade level from kindergarten through 5th grade shall not be given credit or a final grade for a class unless the student is in attendance 90 percent of the days the class is offered. (See FEC Legal)

**Minimum Number of
Grades**

Grades will be sufficient in number and category to reflect an accurate measure of a student's progress and achievement.

- A minimum of four major grades shall be assigned for all subjects except math, each six weeks. For math, grades will be submitted in accordance with the Bluebonnet Curriculum Scope and Sequence.
- A minimum of two minor grades shall be assigned per week throughout each six weeks
- Teachers must input grades weekly into the District's Skyward reporting system.
- No major or minor grade may be counted more than once to meet minimum grade requirements.
- No single assignment or test grade should count more than 10% of the final grade, with the exception of the semester exam which will count for 25% of the final grade for the course.
- No "blanket" grades are to be issued during any grading period. A blanket grade is described as giving every student in the class the same grade for an assignment without regard to individual achievement in core subjects.
- The responsibility for grading belongs with the teacher. While peer review (e.g. peer editing and marking), can be a valuable learning activity, students will not be permitted to grade tests, quizzes or other major assignments.
- A student shall not be given credit or a final grade for a class unless the student is in attendance at least 90% of the days the class is offered.

Major Grades (40%) minimum of 4 grades per six weeks	Minor Grades (60%) minimum of 12 grades per six weeks
Major grades consist of, but are not limited to:	Minor grades consist of, but are not limited to:
<ul style="list-style-type: none"> • Summative Assessments • Formative and Unit Assessments • Standards-Based Projects • Essays or Research Papers • Oral Presentations • Comprehensive Labs 	<ul style="list-style-type: none"> • Formative Assessments • Homework • Classwork • Announced and planned quizzes • Labs
<p>Pacing Suggestion: Two major grades should be recorded at the 3rd-week progress report, and an additional two major grades by the 6th-week Report Card. Note: Math grades should be recorded in alignment with the Bluebonnet Curriculum Scope and Sequence guide.</p>	<p>Pacing Suggestion: At least two minor grades should be recorded each week throughout the six-week grading period for each subject.</p>

Secondary Grading Guidelines

The District will use the following for reporting a secondary student’s mastery of the grade-level Texas Essential Knowledge and Skills (TEKS) concepts and achievement:

- Grades will be given and recorded in major and minor categories every 3rd and 6th week.
- A student in any grade level from 6th through 12th grade shall not be given credit or a final grade for a class unless the student is in attendance 90 percent of the days the class is offered. (See FEC Legal)

Minimum Number of Grades

Grades will be sufficient in number and category to reflect an accurate measure of a student’s progress and achievement.

- There will be a minimum of two major grades for each course should be recorded at the 3rd-week Progress Report, and at least two major grades for each course should be recorded by the end of the 6th week (Report Card). Teachers must input grades weekly into the District’s Skyward reporting system.
- At least two minor grades should be recorded each week throughout the six-week grading period for each course.
- No single assignment or test grade should count more than 10% of the final grade, with the exception of the semester

exam which will count for 25% of the final grade for the course.

- No major or minor grade may be counted more than once to meet minimum grade requirements.
- No “blanket” grades are to be issued during any grading period. A blanket grade is described as giving every student in the class the same grade for an assignment without regard to individual achievement in core subjects.
- The responsibility for grading belongs with the teacher. While peer review (e.g. peer editing and marking), can be a valuable learning activity, students will not be permitted to grade tests, quizzes or other major assignments.

Major Grades (40%) minimum of 4 grades per six weeks	Minor Grades (60%) minimum of 12 grades per six weeks
Major grades consist of, but are not limited to:	Minor grades consist of, but are not limited to:
<ul style="list-style-type: none"> • Summative Assessments • Formative or Unit Assessments • Standards-Based Projects Essays • Research Papers • Oral Presentations • Comprehensive Labs 	<ul style="list-style-type: none"> • Formative Assessments • Homework • Class work • Announced and planned quizzes • Labs
Pacing Suggestion: At least two major grades for each course should be recorded at the 3rd-week Progress Report , and at least two major grades for each course should be recorded by the end of the 6th week (Report Card) .	Pacing Suggestion: Minimum of two minor grades should be recorded weekly throughout the 6-week grading period.

Calculating Semester and Final Course Grades

The following process is utilized when averaging grades for credit:

- Teachers will average the semester grades for two-semester courses to determine the final course grade.
- Teachers will average all grades in a single-semester course to determine the final course grade.

Late Work/Make-up Work

A student is expected to complete all assignments. If a student fails to complete assignments or if late assignments become a concern for that student, the teacher will notify the parent or guardian.

1. A student will be expected to make up assignments and tests after an absence.

2. A student is responsible for obtaining and completing the make-up assignments in a satisfactory manner and within the reasonable amount of time specified by the teacher.
3. Make-up assignments and assessments submitted within 5 days of the assigned due date due to an excused absence (i.e., documented medical appointment or school-sanctioned trip) shall not be imposed a "late" penalty, and shall be awarded 100% of the earned grade.
4. Make-up assignments submitted 6 days past the assigned due date due to an excused absence shall be considered late, and is subject to a "late" penalty as follows:
 - Late 6 days = 5-point penalty
 - Beyond 6 days = 5-point penalty for each day the assignment is late

***Note:** If a student is unable to complete assignments or make-up work due to a prolonged illness or hospitalization, then the student's make-up assignments will be considered due 5 days after the student has obtained a medical release to return to school. Penalties will be incurred if an assignment is received on the 6th day or thereafter as indicated above.*

5. Make-up assignments submitted past the assigned due date due to an **unexcused absence** shall be considered late, and is subject to a "late" penalty as follows:
 - One to five days late = 5-point penalty for each day the assignment is late
 - Beyond 6 days = teacher holds the sole discretion to accept work and assign a grade
6. The District will not impose a grade penalty for make-up assignments after an absence because of suspension.
7. A student may be required to attend a teacher or campus program to complete any missing and/or unsatisfactory assignments turned in after the due date.
8. In extenuating circumstances, the Campus Attendance Committee shall review individual circumstances when incomplete grades are posted.

**Instructional
Modifications and
Accommodations**

Each teacher must ensure the application of modifications and/or student accommodations in instruction and/or materials, to the degree specified on each students' individual modification sheets (for 504 students) or Individual Education Plan (IEP).
EHBAB(LEGAL) 19 TAC 89.1075(c)

Incomplete Grades An “I” recorded on the report card indicates an incomplete grade that must be cleared within the reporting period. It is the student’s responsibility to make arrangements with the teacher to clear an incomplete grade. The principal retains the authority to extend time for completion in extenuating circumstances.

For UIL purposes, an incomplete grade has the same effect as a failing grade. Therefore, a student with an “I” (incomplete grade) at grade checkpoint will become ineligible for play and/or performance. Additionally, if the “I” is not corrected by the end of the reporting period, a student remains ineligible until the next reporting period.

Reteaching Each teacher will use their professional judgment in determining when to implement reteaching strategies to strengthen or master skills. Reteaching may occur in a variety of ways, including but not limited to, independent practice, small group lessons or activities, or full class lessons or activities.

Prior to posting of an assignment/test grades, the teacher shall verify that 70% of a class section has met mastery. In the event that 70% of that class section does not meet mastery, the teacher shall reteach and provide an alternate assignment to ensure 70% mastery before posting the grade.

Failing Grades All grades (major and minor) recorded by teachers must reflect a student’s mastery of the TEKS. Teachers will review failure reports at the end of each grading period to identify students who have not mastered grade-level standards.

Teachers are responsible for promptly posting and tracking grades, informing students, parents, and administrators of progress (or lack of progress), and taking action as follows:

A Failing Minor Grade	A Failing Major Grade	A Failing Grade on a Progress or 6 weeks Report Card
Students who have a failing minor grade may have an opportunity, within a timely manner, to gain additional assistance from their teacher.	When a student earns a 69 or below on a major grade (e.g. test, project, research paper, etc.), the teacher must allow the student a second opportunity to test or complete an assignment.	Note: The actions listed in the previous columns should be taken and documented <u>BEFORE</u> a student receives a failing grade on a progress report or 6 weeks’ report card grade.

<p>These opportunities can be delivered either during class time or at an alternatively scheduled time with the teacher. This can be done through differentiated individual instruction, small group instruction, tutorials, etc.</p>	<p>Students who have a failing major grade should be given an opportunity to demonstrate growth in mastery of the skill(s) assessed with ONE of the options below:</p> <ul style="list-style-type: none"> • reteach AND reassess opportunity, • extra credit for a task that requires demonstration of the same learned concepts originally assessed, or • an alternatively designed assignment that may offer a student another way to demonstrate mastery of the learned concepts. <p>The highest grade the student can earn on a retest or a reassigned activity is a grade of 70. If the retest grade or the second assignment grade is also a failing grade, then the teacher should record the higher of the two grades in the grade book. If the student earns above a 70 on the retest or second assignment, then the teacher will enter a grade of 70.</p>	<p>When a student is in jeopardy of failing a 3rd week IPR or 6-weeks subject or course grade, the teacher MUST:</p> <ul style="list-style-type: none"> • Make every effort to communicate directly with the parent or guardian and communicate and discuss options for remediation and intervention; and • Maintain constant dialogue and documentation of the communication with parent or guardian regarding the student's progress, AND • Assign the student to any appropriate remediation or intervention activity including any after-school tutorials as deemed appropriate. <p>Please note, any student with a failing IPR grade at the end of each grading period may be ineligible for participation in extracurricular activities.</p>
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Homework

A teacher may use homework to enrich or reinforce lessons or skills covered in class. When assigned, it should satisfy at least one of the following objectives:

- Provide drill or practice in a particular skill.
- Give practice and extend understanding of concepts and material covered in class.
- Develop effective study methods.
- Provide advance preparation for classroom work.
- Allow the student to make up work after an absence.

The teacher is responsible for assigning effective, well-planned homework assignments that aid the student in the mastery of the essential knowledge and skills.

Academic Dishonesty

The classroom teacher or principal will investigate when academic dishonesty comes into question by a student, including cheating or copying the work of another student, plagiarism, the use of artificial intelligence to complete an assignment in part or in whole unless approve by the classroom teacher, and unauthorized communication between students during an examination. The teacher will take into consideration written materials, observation, or information from students when investigating the academic dishonesty. [See EIA]

A student found to have engaged in academic dishonesty will be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct.

**Interdistrict
Transfers**

Credits earned in local credit courses may be transferred at the enrolling district's discretion. Transfer students shall not be prohibited from attending school pending receipt of transcripts or academic records from the district the student previously attended. *19 TAC 74.26(a)(1)*

Numerical grades earned from an accredited school shall be accepted. Alpha grades shall be recorded as follows:

- A+ equals 97%
- A equals 94%
- A- equals 90%
- B+ equals 87%
- B equals 84%
- B- equals 80%
- C+ equals 77%
- C equals 74%
- C- equals 70%
- D+ equals 67%
- D equals 64%
- D- equals 60%
- F equals 59% or below

**Pre-AP/Advanced
Placement Course
Changes**

If a student drops a Pre-Advanced Placement (Pre-AP) or Advanced Placement (AP) level course and changes to a regular-leveled course in the same subject, then the student's transferring average or category grades shall be weighted as follows:

- 1.15 for Pre-AP classes
- 1.30 for AP classes

Transfers from a Pre-AP or AP course to a regular course must occur within the first six-week grading period. A grade change form must be completed to document the transferred grade(s). This gives the student an opportunity to succeed in the course for that grading period. However, any remaining grades earned in the regular course will not receive any additional weight.

A student who transfers from a Pre-AP or AP course to a regular course after the first semester is assigned the following credit as follows:

- First Semester - Weight for Pre-AP or AP course
- Second Semester – Weight for Regular course

If a student is transferring into a Pre-AP or AP course from a regular-leveled course, the transferring grades will contain the regular course weight.