



**MISD Parent
Grading Guidelines Handbook
2023-2024**

Grades PreK-12

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Our Mission, Vision & Beliefs

MISSION

The mission of Midlothian ISD is to educate students by empowering them to maximize their potential.

VISION

Inspiring excellence today to change the world tomorrow.

BELIEFS

We believe that safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.

We believe a high quality staff with appropriate resources is essential to creating educational experiences that promote student success.

We believe effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

Introduction

This document is intended to define the philosophy, purpose and procedures behind the grading practices adopted by Midlothian ISD. As you read this document, focus on the common understanding that grades should only convey what a student knows and what a student is able to demonstrate as related to the academic standards. Grades are for the purpose of providing students and parents with meaningful feedback on a student's learning and for documentation of academic progress. Additionally, grading and academic progress inform instructional decisions to support student achievement. "Parent" includes a guardian, conservator, or other person having lawful control of a student.

Philosophy

The Midlothian ISD Balanced Scorecard 2022-2026, under Priority 1: Student Success, 1.3b discusses the need for a guaranteed, viable curriculum that includes the written, taught, and assessed content. With this curriculum, MISD wants to ensure that the guaranteed, viable curriculum and its three parts are fairly and objectively evaluated for all students.

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 each student's performance indicates the level of mastery of the designated district and course objectives.

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The following legal policies and legal requirements are fundamental to all grading practices in Midlothian ISD.

EIA(LOCAL)

A district shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. A district grading policy:

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment; and
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
3. May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

EIA(LEGAL), Education Code 28.0216

Learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. Assignments, assessments, projects, and other instructional activities shall be designed so that each student's performance indicates a measurable level of mastery. Therefore:

- A grade is a measurement of a student's mastery of the learning objective.
- Best practices and district expectations occur when teachers clearly communicate learning objectives to students and provide clear guidelines for how work is assessed.
- Grades reflect mastery of the Texas Essential Knowledge and Skills (TEKS)/student expectations (SEs) for the class.
- Grades do not reflect classroom behavior, participation, attendance, tardies, lack of supplies, or improper format when format is not a part of the objective.

Communication of Student Progress

Report Cards

The District shall issue grade reports/report cards every nine weeks for elementary school students, which is the end of each of the four grading periods. Students in grades 6-12 will receive grade reports/report cards for each 6-week grading cycle. Elementary and Secondary grading periods are denoted on the [MISD district calendar](#). Report cards are issued digitally through Skyward. Parents may request a paper copy during enrollment. Performance shall be measured in accordance with this policy and the standards established in board policy EIE.

Interim Progress Reports

Interim progress reports shall be issued in accordance with law for a student who demonstrates consistent unsatisfactory performance. These progress reports must be issued digitally to parents during this designated time through Skyward. Other interim reports shall be issued as established by campus grading guidelines. Supplemental progress reports may be issued at the teacher's discretion.

Individual Education Plan (IEP) Progress

IEP Progress Reports will be issued at the end of each grading period with report cards. Parents may request paper copies.

Conferences

Conferences may be requested by a teacher or parent as needed. If a student is failing (grade below a 70), the teacher will have reciprocal contact with the parent. This contact should take place during the progress report week and end of the grading period.

Parent Communication

Teachers should provide a response to a parent no later than one school day (after initial contact) when questions/concerns arise regarding their student, whenever possible and if that next school day is a school day. Teachers, students and parents are encouraged to maintain open communication regarding a student's performance.

Viewing a Student's Grades

Students and parents can access grades at any time through Skyward Family Access. For more information on this tool, go to [Skyward Family Access - Parent Information](#)

Basic Grading Practices

Teachers should be purposeful in selecting assignments that are graded and recorded in the gradebook. All grades should be reflective of an academic assignment to show progress or mastery of state standard(s).

Assessments should be considered a tool used to evaluate, measure, and document the student's academic readiness, learning progress, skill acquisition, or educational need.

Summative assessments are used to evaluate student learning at the conclusion of a specific instructional period. Summative assessments are typically scored and graded tests, assignments, or projects used to determine whether students have learned what was expected to be learned during the defined instructional period. Students will be allowed to have a grade redemption opportunity on summative assessments (except semester exams) to ensure students have mastered the maximum skills possible.

All students should be given opportunities on a regular basis for reteaching to ensure mastery of skills needed to proceed to the next grade level. Explicit redemption policies, discussed in grade level areas below, are in place for each grade level. Teachers are to align each redemption opportunity within the grade levels or department to ensure consistency for redemption opportunities for all students. .

A grade level/content PLC must define what activities are a "major grade" and which assignments will have a weight of 2 in the gradebook for clarification and consistency within the same course, including determining redemption protocols for each major assessment. This process should take place throughout the school year for each unit of study.

Assignment Types:

Minor Grades - Content and grade level teams will decide what assignments are to be designated "Minor." This could include tasks such as: homework, daily assignments, in-class assessments, small parts of larger assignments, quizzes, classroom discussions, and other assignments as outlined by the team.

Minor Grades Counting Double - Content and grade level teams will decide what assignments are to be designated "Minor" counting for a weight of 2. This could include things such as: quizzes, labs, small projects, groupings of smaller daily assignments, quick checks, small parts of larger projects, classroom discussions, and other assignments as outlined by the team.

Major Grades - Content and grade level teams will decide what assignments are to be designated "Major." This could include things such as: in-class assessments, tests, projects, essays, assignments addressing multiple standards or objectives, culminating assignments at the end of a unit of study, and other assignments as outlined by the team.

Note: All teachers in all courses should adhere to the district grading guidelines. Any "extenuating circumstances" require approval of the department lead teachers/grade level leaders and campus administrators.

Academic Honesty

From the MISD Student Code of Conduct: The students shall not engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.

SCHOLASTIC DISHONESTY & PLAGIARISM

The definition of scholastic dishonesty includes one or more of the following:

- 1 . Copying another student's homework, test, exam or quiz answers with or without their permission.
- 2 . Allowing another student to copy homework, test, or exam answers.
- 3 . Using "cheat notes" or anything not authorized by the teacher.
- 4 . Accessing a test /quiz/exam questions or answers from students who have already taken the test (paper copies, digital copies, or verbal discussions).
- 5 . Accessing a teacher's answer sheets, books, or blank copies of tests/ quizzes/exams (paper or digital copies).
- 6 . Plagiarism or copying themes or other written papers from other students, through an online platform, or reference materials. All work must be original from the student.
- 7 . All homework and projects are to be completed independently.
- 8 . Possession of cell phone or other electronic device during or after a test, quiz, or exam (unless you have teacher permission).

CONSEQUENCES OF SCHOLASTIC DISHONESTY & PLAGIARISM

	Academic Consequences	Disciplinary Consequences
1st Incident of school year	The first opportunity of the given major or minor assignment will not be accepted, and the redemption will be a 60% maximum on the minor or major assignment.	Teacher enters a referral so that there is a record that the student cheated on a major or minor assignment. Administrator conferences with the student and parent. Administrator notifies students of consequences for repeated behavior.
2nd Incident of school year	The first opportunity of the given major or minor assignment will not be accepted, and the redemption will be a 50% maximum on the minor or major assignment.	Teacher enters a discipline referral. Administrator will assign a minimum of 1 day of ISS.
3rd+ Incident of school year	0% will be given for the major or minor assignment's grade. No redemption opportunity available.	Teacher enters a discipline referral. Administrator will assign a minimum of 2 days of ISS.

**If it is an incident that had to be documented and reported to the state for cheating or academic dishonesty on a state assessment, the consequence should be a minimum of 1 after school ASSIST up to 2 days of ISS.

Incompletes

An Incomplete is an *override*, not a *grade*. If the student is absent, the assignment should be marked as a missing assignment (*asterisk). If the student did not turn in work at all, the

student should receive a zero. If an Incomplete override was given, it should be cleared by the allowable time for the absence. An Incomplete (I) should NOT be left on a student's gradebook at the end of a semester. All Incompletes (I) need to be replaced with a grade by the end of the semester. In extreme circumstances, please contact your campus administrator to determine next steps.

Zero Procedures

NO ZEROS may be issued as a placeholder when a child is absent. An absent code will be used for this purpose. . Upon noting a "missing assignment" in the gradebook for an absence, a legend icon/reason code (*) must be used, not a zero (0).

If a child is missing an assignment on the due date, a zero may be used with a comment that it is a missing assignment.

Timeliness of Grading

Teachers should post assignments in Skyward the day it is assigned with the due date to ensure that students and parents are able to view assignments that have not been completed in Skyward Family Access. The grades should be posted in Skyward in the gradebook within a week (5 school days) of the due date of the assignment. Secondary teachers should be mindful of eligibility and when grades are being captured for UIL or other activities to ensure all grades are accurately posted on time.

Modified and/or Accommodated Coursework

Any modified or accommodated assignment should be documented in the gradebook and on the student's report card through the "comment" for that grade. The IEP is a legal document and must be followed as written. If a teacher doesn't believe the accommodation or modification is appropriate for the student, the teacher needs to contact the campus case manager.

UIL Eligibility

The UIL Eligibility Calendar is district-specific and lays out our guidelines for checking grades and declaring participants eligible or ineligible for competition. Grades are to be posted by 4:00 PM on Fridays at the end of each grading period as determined by the MISD Skyward Qmlativ Grading Timeline. More about UIL expectations in the secondary section.

Assignments in any Class Over Holidays and Summer

Extended breaks (Thanksgiving Break, Winter Break, Spring Break and summer) are critical to a student's mental health and overall well-being. Teachers are encouraged to think critically about the benefit of assignments required to be completed during one of these breaks in the academic calendar. If the assignment is deemed critical to students' ability to master content by the end of the course, administrator approval must be obtained before issuing the assignment.

Homework

Homework is work that has not been started in class, but is assigned for work to be completed outside of class. Homework should only be used to enrich and strengthen

classroom experiences. Its intent is to develop mastery of district curriculum objectives derived from the TEKS. Homework should never be a disciplinary measure nor is its purpose to teach the characteristic of responsibility.

Homework assignments should not be due the same day as assigned. Canvas **homework or any homework** assignments (not worked on during class time) should not be due before the next class period the following day.

If a student does not **finish work during class time**, it could be due that same day by 11:59 p.m., depending on the teacher's decision.

Elementary Grading Guidelines

These guidelines reflect EIA (LOCAL) policy that states the Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Averages are calculated according to weighting per grade level content area. Guidelines for grading shall be clearly communicated to students and parents.

PreKindergarten

MISD prekindergarten teachers use the nationally-normed assessment that measures school readiness learning areas called CIRCLE. This assessment is administered three times a year, at the beginning, middle and end of the year. After each administration is complete, teachers send home the CIRCLE Parent Report to inform the parents of the child's learning readiness.

- [English Parent Report Sample](#)
- [Spanish Parent Report Sample](#)

Kindergarten - Second Grade

Kindergarten through third grade utilize a standards-based report card. The purpose of a standards-based reporting system is to provide detailed feedback to parents, students, and teachers regarding the progress being made toward specific learning standards at a given grade level. A standards-based report provides parents and students with a clearer understanding of what is expected in school and how to partner with them to achieve maximum success.

- [Standards-Based Report Card Parent Handbook](#)
- [Standards-Based Frequently Asked Questions](#)
- [MISD Website on Standards-Based Report Cards](#), which includes the state standards that are assessed at each grade level and the rubrics used for scoring in English and in Spanish.

Third - Fifth Grade

Third through fifth grades use a traditional report card system.

For third and fourth grade, all grades are equally valued. No assignment grades are weighted in any content or component (such as writing, tests, etc.)

For fifth grade, 60% of the final grade is for daily/minor grades with a minimum of 6 grades per grading period. Assessments/Major Grades will count for 40% of the grade with 3 major grades per content per grading period. This assists fifth graders to prepare for secondary grading practices.

For each content area in third through fifth grades, teachers must have the following:

ELAR	Minimum of 9 grades per grading period with at least 4 grades for writing within the 9 grades
Math	Minimum of 9 grades per grading period
Social Studies	Minimum of 9 grades per grading period
Science	Minimum of 9 grades per grading period

For All Elementary Grades

Grades should be reflective of mastery of TEKS, as aligned to our curriculum. If modifications are made, they should be noted on the report card for each subject that has modifications.

Elementary Grade Redemption/Reteach

For Third through Fifth Grades, an assessment/major grade with a grade below a 70%, a student may have a grade redemption opportunity to recover the grade up to a 70%; grade level/content teams will determine what method they will use to reassess and these guidelines in the student handbook or any parent handouts.

Students will be given an opportunity to master skills as needed on a regular basis through reteach opportunities or interventions.

Absences and Make-Up Work

-For each day a student is absent, they will receive one day to make up and turn in any missed work. For example, if a student misses school Monday and returns Tuesday, he/she will get missed assignments Tuesday and be expected to turn them in on Wednesday. Another example is if a student is absent for two days, he/she will receive two days to make up and turn in any work missed. Extra time may be given at the teacher's discretion.

-For assignments, quizzes, and assessments assigned before the absence(s) and due on the day of the absence, a student should be prepared to take the assessment or turn in assignments upon returning from an absence. If a student is only absent from class on the

day of a scheduled test, he/she should be prepared to take the test on the day he/she returns.

- For assignments, quizzes, and assessments first assigned on the day of the absence, the student will be considered to have been assigned the work the day of his/her return and given the respected reasonable time to makeup beginning from that day.

-If a student has multiple days of class time to work on an assignment, and, after being there when assigned, a student misses one of those days, the student will be expected to turn in the assignment as originally scheduled, provided it is not due on the day of the absence. In this case, the student will be expected to turn in the assignment on the day of his/her return. For example, if a teacher assigns a project on Monday, giving students until the start of class Thursday to complete, and a student misses school Tuesday, the student is still expected to turn in the assignment Thursday. If the student's absence is on the due date, Thursday, the student will be expected to turn in the assignment upon his/her return, Friday.

-It is the student's responsibility to obtain, complete, and submit the missed work in the time allotted. Any assignment not turned in within the allotted time falls within the late work guidelines, and a grade of zero will be recorded for any assignment, quiz, project, or test not made up within the allotted time, unless otherwise discussed with the teacher.

Students should not have to make up assignments that are missed from being pulled out for GT (including Challenge Labs), RtI intervention, Dyslexia, ESL, or Special Education. Tests missed should be made up in a reasonable time. Teachers may work with students in alternate ways to ensure they understand the concepts missed. Communication must occur between the specialized program teacher and the classroom teacher on work accomplished when the student is out of the classroom. Every effort should be made to receive credit in the classroom for the work completed in the specialized program when the student is pulled out for a required program. If only pulled out once a week (such as GT), new material introduced should be avoided during the pull out time.

Middle and High School Grading Guidelines

These guidelines reflect EIA (Local) Policy which states the Superintendent or designee shall ensure each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and a sufficient number of grades are taken to support the grade average assigned. Averages are calculated according to weighting per grade level content area. Guidelines for grading shall be clearly communicated to students and parents.

For All Secondary Grades

For general education courses, "minor" assignments count for 50% of the total course grade with "major" assignments counting 50%. Algebra I at Middle School follows these guidelines, as it is a high school course and NOT an Honors/PreAP/AP course.

For advanced classes (Honors/PreAP, AP), "minor" assignments count for 40% of the total course grade with "major" assignments counting 60%.

Semester Grade Breakdowns			
1st 6-Weeks	28.57%	4th 6-Weeks	28.57%
2nd 6-Weeks	28.57%	5th 6-Weeks	28.57%
3rd 6-Weeks	28.57%	6th 6-Weeks	28.57%
Fall Semester Exam	14.29%	Spring Semester Exam	14.29%

Dual Credit courses will follow [Navarro College's grading guidelines](#).

Make-Up Work

-For each day a student is absent, they will receive one day to make up and turn in any missed work. For example, if a student misses school Monday and returns Tuesday, he/she will get missed assignments Tuesday and be expected to turn them in on Wednesday. Another example is if a student is absent for two days, he/she will receive two days to make up and turn in any work missed. Extra time may be given at the teacher's discretion.

-For assignments, quizzes, and assessments assigned before the absence(s) and due on the day of the absence, a student should be prepared to take the assessment or turn in assignments upon returning from an absence. If a student is only absent from class on the day of a scheduled test, he/she should be prepared to take the test on the day he/she returns.

-If a student has multiple days of class time to work on an assignment, and, after being there when assigned, a student misses one of those days, the student will be expected to turn in the assignment as originally scheduled, provided it is not due on the day of the absence. In this case, the student will be expected to turn in the assignment on the day of his/her return. For example, if a teacher assigns a project on Monday, giving students until the start of class Thursday to complete, and a student misses school Tuesday, the student is still expected to turn in the assignment Thursday. If the student's absence is on the due date, Thursday, the student will be expected to turn in the assignment upon their return, Friday.

It is the student's responsibility to obtain, complete, and submit the missed work in the time allotted. Any assignment not turned in within the allotted time falls within the late work guidelines, and a grade of a zero will be recorded for any assignment, quiz, project, or test not made up within the allotted time, unless otherwise discussed with the teacher.

Extracurricular Absences

If a student misses class due to school-sponsored extracurricular activities, the make-up guidelines above will apply for making up and turning in any missed work.

Decisions concerning "extenuating circumstances" to these guidelines will be left to the sole decision of the teacher and the campus principal.

Secondary Grading Requirements

<p>Core Contents:</p> <ul style="list-style-type: none"> ● ELAR ● Math ● Science ● Social Studies 	<p>Total minimum number of grades is 8 with the following breakdown:</p> <ul style="list-style-type: none"> ● 2-3 grades as major grades ● At least 6 grades as minor grades 	<ul style="list-style-type: none"> ● Each major grade is weighted as a 1. ● Each minor grade can be given a weight of a 1 or 2. ● Doubled-weighted grades count as only one minor grade towards the 6 required minor grades. ● No grades can be weighted for more than double.
<p>Elective Courses (including Fine Arts, Physical Education, Leadership, CTE, Local Credit Courses, etc.)</p>	<p>Total minimum number of grades collected is 6 with the following breakdown:</p> <ul style="list-style-type: none"> ● 2-3 grades as major grades ● At least 4 grades as minor grades 	

Campus content PLCs should have an alignment of the type and number of major grades.

Late Work

For any assignment not turned in on the due date (other than for absence), it will be accepted late up to three days **after the zero is posted**. Students will receive a grade no higher than 75% on one day late, up to a 60% for two days late, and a 50% for up to three days late. After the three days, no credit will be given. Late work may not be redone for a higher grade.

Decisions concerning "extenuating circumstances" to the 3-day rule will be left to the sole decision of the teacher and the campus principal.

Grade Redemption for All Courses

For a major grade that is a TEST, a student may have a grade redemption opportunity up to two days after the posting of or receiving the grade to recover the grade for half credit. Grade level/content teams will determine what method they will use to reassess/redeem. Opportunities could include making assessment corrections, providing an alternative assessment, etc.

Example: Test grade = 60 (Student is 40 points away from 100 so they can receive up to 20 additional points.)

For a major grade that is a project, redemptions will not be allowed when a rubric is provided and feedback is given throughout the project.

A student may need to attend a tutorial opportunity (outside of class-time) at the teacher's discretion and convenience in order to be eligible for a grade redemption.

For each major grade redeemed, a student only has one attempt at redemption. No late work should be allowed for grade redemption.

It is the responsibility of the student to initiate this process.

Students should not receive less than their original grade.

Decisions concerning "extenuating circumstances" to these guidelines will be left to the sole decision of the campus principal.

Secondary Semester Exam Exemption Guidelines

All students in eligible courses will have the opportunity to earn exemption(s) for a fall or spring Semester Exam following the criteria described below. This criteria applies to high school courses taken in middle school. Semester exams do not fall under the redemption policy. Exemptions are based on the student's official attendance record maintained by the attendance office.

Purpose: To incentivize consistent attendance, behavior, and academic performance throughout the school year.

GENERAL ATTENDANCE, BEHAVIOR, & GRADE CRITERIA (Per Class, Per Semester)

Course Grade Average	Absences	Tardies
80 or above	3 or fewer	6 or fewer

- Eligible Courses:
 - Middle School Algebra 1 (Fall and spring semester)
 - Middle School Spanish 1 (Fall and spring semester)
 - Middle School CTE courses that count as HS credit (Fall and spring semester)
 - High School Courses Grades 9-12 (Fall and spring semester)
- Students that have been placed into ISS (in-school suspension), CHOICES, or DAEP are not eligible to be exempt from final exams.
- Students must meet the behavior, grade **and** absence requirements to be eligible for the exemption in a class.
- Grades are cut off on W1+W2 +Progress 3 to determine exemption status.
- Students who have earned an exemption may choose to take the semester exam to improve their semester grade.
- Semester grades will be the average of the three 6 weeks for that semester of exempt students
- Absence on day of exam counts towards exemption
- Students in Dual Credit courses will follow the higher education institution assessment/exam guidelines.

EOC Courses and AP Courses (SPRING SEMESTER ONLY)

- STAAR EOC Courses: For courses with an EOC test, students who have a passing average for the class, as well as meet the attendance and behavior guidelines for exemptions (as listed above), will be exempt from the spring semester exam.
- AP Courses: Students who take the AP test in the spring will be exempt from AP spring semester exam. (This does not include AP courses taken during semester 1, as it will follow the regular exemption policy).

Secondary Semester Exam Exemption Guidelines*

*Amended 4.5.24

Codes that DO NOT COUNT against exemption	Codes that DO COUNT against exemption
F - Field Trip	U - Unexcused
X - Extracurricular	E - Excused
COL - College Visit (11th & 12th only, 2x/yr)	M - Medical (full day absence)
PRO - Present/Office (Not in class)	XPN - Exceeded Parent Notes
TST - Required Assessment	OSS - Out of School Suspension
CRT - Legal/Court Proceedings	ISS - In School Suspension
CTZ - USA Citizenship Oath	AEP - DAEP
VOT - Election Clerk	All other codes used that are not state mandatory excused absences
RHD - Religious/Holy Day	
IW - Inclement Weather	
D - Doctor (present part of the day)	
LTI - Life Threatening Illness	
All other codes used that are state mandatory excused absences	

University Interscholastic League

Midlothian ISD follows board policy FM(LOCAL) and FM(LEGAL) related to University Interscholastic League (UIL) and extracurricular participation.

A student enrolled in a district or who participates in an extracurricular activity or a University Interscholastic League (UIL) competition is subject to district policy and UIL rules regarding participation only when the student is under the direct supervision of an employee of the school or district in which the student is enrolled or at any other time specified by resolution of a board. Education Code 33.081(b) [See FO regarding additional standards of conduct for extracurricular activities]

[TEA UIL Side-by-Side](#)

The UIL publishes this document to provide member schools notice of [Texas Education Agency](#) regulations which relate to UIL and all other extracurricular activities sponsored or sanctioned by the school district.

This document provides explanations and interpretations of Commissioner of Education rules, UIL Constitution and Contest Rules, and statutes. The Side by Side document should be made available to elementary, middle school and junior high school principals, to counselors, UIL academic coordinators and sponsors/coaches, directors of UIL music activities and one-act play, and athletic administrators, coaches, and others who sponsor extracurricular activities.

[UIL Grade Eligibility Calendar](#)
[MISD UIL Calendar](#)

Skyward Family Access Parent Login Information

1. [Steps to access](#)
2. Parents need their own Family Access- should not use child's login
 - a. As new families enroll through website:
 - i. [misd.gs > Enrollment Tab > New Family Enrollment > Parent completes New Family Enrollment](#) <https://www.misd.gs/enrollment/new-student-enrollment>
 - b. They receive an email from "Midlothian ISD (No Reply);Subject - New Student Enrollment Account Information
 - c. She also share this document that they send to parents: [Document shared with families](#)
3. Website for Parents is coming

Glossary

1. Eligibility - able to participate in extracurricular activities
2. Exams - major tests
3. Failing grades - grades that fall below the 70% mastery level on traditional grading, a score of a 1 on standards-based grading
4. Final Grade - grade at the end of the grading period or end of the semester that accumulates all grades during that period
5. Formative assessments
6. Major assignments -Content and grade level teams will decide what assignments are to be designated "Major," but they could include things such as:

- a. In-class assessments, tests, projects, essays, assignments addressing multiple standards or objectives, culminating assignments at the end of a unit of study, and other assignments as outlined by the team.
7. Minor assignments - Content and grade level teams will decide what assignments are to be designated "Minor," but they could include things such as:
 - a. Homework, daily assignments, in-class assessments, small parts of larger assignments, quizzes, classroom discussions, and other assignments as outlined by the team.
8. Passing grades - 70% or above on mastery level on traditional grading, a score of a 2 or a 3 on standards-based report cards
9. Redemption - ability to redo a failing test or major assignment to ensure mastery of information learned
10. Report card- a record of a students' progress toward achieving educational objectives up to that point of the school year
11. Reteach - teachers work on teaching skills students struggle with, best usually taught in a different manner for students to learn material that he/she was unable to learn as originally taught
12. Semester - a half year term in a school
13. Summative assessments- An assessment given at the end of an instructional unit to evaluate student learning.
14. TEKS - Texas Essential Knowledge and Skills, state standards
15. UIL- University Interscholastic League (<https://www.uiltexas.org/>)