



**Grading Guidelines Include District Policies,
Guidelines for Grading, Promotion, and Placement**

Grading Guidelines 2024-2025

TEACHER AND ADMINISTRATOR GRADING GUIDELINES ACKNOWLEDGEMENT FORM

Rockwall ISD Board Policy EIA (LOCAL) requires the Superintendent or designee to ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. Principals shall be responsible for ensuring that grades accurately reflect a student’s relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. In addition, the policy states that guidelines for grading shall be clearly communicated by teachers to students and parents.

The grading guidelines also ensure consistency between campuses with corresponding grade configurations as well as horizontal alignment of grading and reporting practices on each RISD campus.

Board Policy supersedes the information contained in this document should there be a conflict within the Grading Guidelines.

I understand that I should consult with my campus principal should I have questions regarding the Rockwall Independent School District’s Grading Guidelines.

My signature indicates that I understand my professional responsibility to have read and comply with policies, procedures, and guidelines included in the Rockwall Independent School District’s Grading Guidelines.

PLEASE RETURN THIS FORM TO YOUR CAMPUS PRINCIPAL OR HIS/HER DESIGNEE.

Teacher or Administrator Signature

Date

Printed Name of Teacher or Administrator

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GENERAL GRADING GUIDELINES FOR TEACHERS AND ADMINISTRATORS

INTRODUCTION

Rockwall ISD empowers learners to embody independence, value relationships, and achieve excellence as thriving members of a dynamic global community. With the necessary cooperation of students, parents, guardians, and community members, the district will ensure that all students are given the opportunity to master the requirements of a well-balanced curriculum. For students with identified needs and at all levels of ability, the school district will provide modifications in teaching methodologies, pacing, and materials to ensure that instruction in essential knowledge and skills is delivered at an appropriate level. This process also includes meeting the assessed needs of students with identified gaps in learning.

RISD's standards-based curriculum includes the Texas Essential Knowledge and Skills (TEKS) adopted by the State Board of Education. The grading guidelines for each grade level, subject, and course define a student's relative mastery of the curriculum and the means by which a student's relative mastery is determined. The purpose of the grading guidelines is to ensure that grading practices are consistent among grade levels, subjects, and campuses. These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the average grade assigned. Guidelines for grading shall be clearly communicated to students and parents. EIA (LOCAL)

LESSON PLANS

Lesson plans shall be aligned with the District's curriculum Scope and Sequence, Pacing Guide, and Timelines. The lesson plan design shall include those items deemed appropriate for that specific campus by the campus principal. Such items shall include but are not limited to, TEKS, instructional strategies/activities that consider any needed prerequisite teaching, student practice, assessment for student mastery, and any required accelerated learning and/or re-teaching. Documentation of modifications for students receiving special education services must be maintained.

LESSON PLANS FOR SUBSTITUTE TEACHERS

Lesson plans shall also be available for a substitute teacher to continue the teaching process during a regular teacher's absence.

INTENTIONAL PLANNING AND TEACHING

Intentional planning and teaching should be authentic, collaborative, and reflective. This form of planning requires alignment between the standards-based curriculum, students' needs, and instructional strategies. Intentional planning should also provide students with opportunities to self-direct, think critically, collaborate, receive feedback, and solve problems.

LESSON PLAN SEVEN GUIDING QUESTIONS

1. Have I assessed student interests and utilized this information in planning units of work, creating meaningful tasks, or designing assignments?
2. Do my choices of instructional resources reflect a diversity of formats that appeal to student's learning styles?
3. Have I regularly encouraged students to assess their own work in alignment with set standards?
4. Have I provided clear expectations of learning prior to demonstrations of student learning (i.e., performances, products, projects, and presentations)?
5. Do I routinely provide individual students or small groups of students' feedback to alert the

- student(s) to both the accuracy and completeness of his or her learning?
6. Do I plan success for all? When students do not succeed, do I work directly with them to diagnose the cause(s) of failure to correct the situation?
 7. What prescriptive teaching strategies for learning have I provided so all students can experience success?

ACADEMIC DISHONESTY

A student found to have engaged in academic dishonesty or cheating shall be subject to grade penalties on assignments or tests and/or disciplinary penalties per the Student Code of Conduct. Cheating is using unauthorized materials and/or resources during assignments, tests, exams, or other summative tasks. Cheating shall be defined as giving or receiving information or help on an assignment or test; possession of any unauthorized material during a test or assignment; copying another student's assignment or knowingly allowing another unauthorized student to copy from his/her assignment; working with others on a project that is meant to be done individually; unauthorized possession of test or quiz questions and/or answer sheets; completing an assignment, test, or quiz on behalf of another student; submitting duplicate work; having someone else complete an assignment, test, or quiz on behalf of the student, or accessing a teacher textbook edition. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. Depending on the severity of the incident, consequences may include a repeat of the assignment, grade reduction, a grade of zero, and/or other disciplinary action as appropriate. For more information, see EIA (LOCAL).

PROGRESS REPORTS

The district shall provide viewable progress to the student's parent or guardian through skyward family access. Progress reports shall be viewable for all students after the third and sixth week of each grading period. EIA(LOCAL) The actual numerical average should be posted in the student's Skyward online progress report. Campuses shall also provide a printed copy of a student's progress report if requested by a parent or guardian. When a student's grade drops from passing to failing after the third-week report, teachers shall:

1. Notify parents. (Parents may monitor their student(s) grade through Skyward family access.)
2. Ensure that the teacher keeps accurate records of contact or attempts to contact parents of failing students for the current school year.

A teacher may require any student whose reporting period grade average is below 70 or borderline to attend tutorial sessions.

REPORT CARDS

The District shall post grade reports/report cards every nine weeks through Skyward Family Access. Performance shall be measured in accordance with board policy and the standards established in EIE(LOCAL) and EIA (LOCAL).

DAILY WORK AND QUIZZES (FORMATIVE ASSESSMENTS)

The primary purpose of daily work and quizzes is to give quick, administered formative assessments where only a few recently introduced objectives are measured. Typically, these formative asses inform students about their areas of strength and weakness and will help the teacher identify areas in need of

additional instruction. Note: There are many types of formative assessments and not all formative assessments require a grade.

PROJECTS AND RESEARCH PAPERS

Carefully constructed projects or research papers will enhance the learning opportunities for students and will assess the culmination of learning for a specified student objective. Projects and research papers shall be assessed and feedback shall be provided throughout the process in order to ensure student success. Teachers are required to limit the cost of materials and supplies to a reasonable amount and to consider student access to technology outside of school. Additional requirements include:

1. Teachers shall develop and communicate a rubric or expectations for grading in advance;
2. All projects should align with the district's scope and sequence for the subject and grade level;
3. No assignments or projects of any kind will be assigned to students over the fall, winter, and/or spring breaks;
4. Teachers may require that long-term projects be turned in on a certain day and are not required to accept these projects late. Teachers are encouraged to consider extenuating circumstances as appropriate;
5. Due dates for completion of projects or research papers should be communicated in advance. Grading and the return of assignment(s) should be within the same grading period the assignment is due;
6. Students may not be permitted to redo a project or research paper if they received a zero on a required element of the process (See Major Assignments, Major Projects, and Tests); and
7. Students may not be permitted to redo projects and/or research papers if they received a grade of zero or a reduced grade on the original assignment because they were found to have committed an act of academic dishonesty. (See Major Assignments, Major Projects, and Tests).

EXTRA CREDIT

Extra credit shall be awarded on the basis of an academic product that can be directly related to the Rockwall ISD curriculum objectives. Extra credit assignments should apply equally to all students enrolled in the same content course. Extra credit shall not be given for students providing classroom supplies or materials, or awarded for any other non-academic work.

HOMEWORK

The District considers homework as a valued extension of learning beyond the classroom and an integral part of the instructional program. Depending on the course content, homework may be addressed in short-term and/or long-term assignments.

The primary objective of homework is to reinforce student learning and improve student performance. Teachers should systematically assign homework, evaluate student work, and provide student feedback. The length and difficulty of an assignment shall be directed by the teacher and should depend on grade level, student needs, content, purpose, and type of assignment. Assignments should be appropriate to the developmental and ability levels of the students. Homework should be reasonable in terms of student time and available resources. Assignments should be made with consideration given to a student's total schedule and should be coordinated across subject areas at each school to avoid overloading students at any particular time. Assigning more than 30 minutes of homework per academic level course on a typical night should be avoided or scheduled several days in advance.

Homework may be assessed in a variety of ways. Student completion of homework for grading should be

considered. It is considered appropriate to assign the reading or outlining of a chapter prior to class coverage. Direction should be given to help students concentrate on major points (i.e., student objectives for the content presented). Effective homework includes the following:

1. Homework should be structured to ensure high completion rates;
2. Feedback of homework should be provided to students to identify their progress towards goal attainment;
3. Build upon concepts and skills previously introduced in the classroom;
4. Encompass a variety of activities;
5. Encourage independent learning, responsibility, and self-discipline;
6. Require students to apply various thinking skills;
7. Be assigned at the student's ability level;
8. Be completed in a reasonable time, taking into consideration other courses and activities; and
9. Not be used as a disciplinary measure.

GRADING DEADLINES FOR ASSIGNMENTS AND TESTS

All tests, quizzes, research papers, daily work, and homework assigned shall be graded, entered into Skyward, and returned to the student within 5 school days of the date received. Exceptions to the 5 school day return of quizzes, research papers, projects, daily work, and homework will only be provided to accommodate absent students in grades 9-12. These assignments will be returned to students no later than ten school days following the initial test date.

Tests and all AP and IB exams utilizing released, copyrighted assessments may be reviewed with the teacher at the parent's request.

Exams purchased by the district may be viewed, but not released to parents. These include, but are not limited to, the cognitive abilities (CogAT) and credit by exams, and other copyrighted materials.

TIMELINE FOR POSTING GRADES IN GRADEBOOK/FAMILY ACCESS

The following timeline is the maximum number of days for teachers to post grades to Family Access for student/parent viewing. An exception will be given to assignments that include a written component that would require additional grading time from a teacher. Such assignments may include but are not limited to research papers, written compositions, data-based inquiries, etc. In such an exception, teachers will communicate an intended timeline for grade posting.

Teachers must post grades into Skyward no later than 5 school days from the day the assignment(s) were completed or turned in, with the exception of major projects or essays which must be posted no later than 10 school days.

ASSESSMENT SCHEDULING

Major tests should be coordinated so students do not have multiple core exams on the same day. Principals will ensure that, to the extent possible, major tests are distributed over multiple days.

STUDENTS CHECKING WORK AND POSTING OF GRADES

Students may grade or check their own work at teacher discretion. Teachers or students are not permitted to call out grades. In addition, grades may not be posted in any manner where other students can identify individual student scores..

REDO OR RETAKE OF MAJOR ASSIGNMENTS, MAJOR PROJECTS, AND TESTS (SUMMATIVE ASSESSMENTS)

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. [see District Policy EIA (LOCAL)] The following criteria may be considered when determining the opportunity to redo a major assignment, major project or test:

1. Students may not be permitted to redo a major assignment, major project or test if they received a grade of zero or a reduced grade on the original assignment because they were found to have committed an act of academic dishonesty;
2. Students may not be permitted to redo a major assignment or major project or test if they received a zero on any part of a longer assignment with multiple elements (for example, research papers);
3. Student participation in any reasonable reteach or reviewing activities assigned by the teacher in preparation for redoing a major assignment, major project or test at the agreed upon time;
4. **Elementary and Middle School Only:** K-8 grade teachers will allow a student to retake or correct a test. Students completing a test retake or test corrections may receive an opportunity to achieve a grade of a 70 or higher as determined by the teacher and/or teacher's PLC (Professional Learning Community). Any redo of daily work and/or quizzes will be determined at the discretion of the teacher and/or PLC (Professional Learning Community);
5. **High School Only:** 9-12 grade teachers will allow a student to retake or correct a test. Students completing test corrections may receive credit and up to a maximum grade of a 70. Any redo of daily work and/or quizzes will be determined at the discretion of the teacher and/or PLC (Professional Learning Community).

LATE WORK

The operational definition of late work is when a student has been provided adequate time and instruction to complete student work and has not completed the assigned work by the assigned time and date. This includes all assignments included in a long-term assignment. If a student does not turn in an assignment by the due date, then students will have two class sessions in that same class to turn in the assignment late and points will be deducted. Students with extended time accommodations written into their IEPs, IAPs, and LPAC documentation will be addressed on an individual basis.

For Grades 3-4: When a student does not turn in an assignment on the day it is due, he or she must submit the assignment as soon as possible. A student that turns in an assignment the next day will have ten points deducted from the eligible assigned points. A student that turns in an assignment the second or third day, after the original due date, will have an additional ten points deducted from the eligible assigned points for each additional day that the assignment is late. When an assignment is turned in more than three days after the original due date, a student will earn no more than 70% of the original assigned points. Each student is responsible for turning in all late assignments prior to the end of the current grading period.

Late Work for Grades 5-12: When a student does not turn in an assignment on the day it is due, he or she must submit the assignment as soon as possible. A student that turns in an assignment the next time the class meets will earn no more than 85% of the eligible assigned points. A student that turns in an assignment the second time the class meets after the original due date will earn no more than 70% of the

eligible assigned points. Any late work accepted beyond the grading period will be determined at the discretion of the teacher and/or PLC (Professional Learning Community).

MAKE-UP WORK FOR STUDENTS

Students who are absent will be permitted to make up regular coursework and receive the actual grade earned. Students are given the number of days absent to make up all work assigned in their absence. Students will be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher.

EXEMPTIONS TO COMPULSORY ATTENDANCE RELATED TO MAKE-UP WORK FOR STUDENTS

State law allows exemptions to the compulsory attendance requirements for several types of absences. These include the following activities and events:

1. Religious holy days: Students who miss school due to a religious holiday must be allowed time to make up the missed work, and receive full credit for the work that is turned in per district grading and reporting guidelines for make-up work. Please note that students are allowed one travel day before and one travel day after a religious holiday per state law;
2. Required court appearances;
3. Activities related to obtaining United States citizenship;
4. Service as an election clerk; and
5. Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus. FEA (LEGAL)

HIGHER EDUCATION VISITS

A junior or senior student's absence of up to two days per academic school year related to visiting a college or university may be considered an exemption, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed per policy.

TUTORIAL REQUIREMENTS

The campus will provide tutorial services. The principal will ensure that a student whose grade in a subject for a reporting period is lower than 70 attends tutorials in the subject during the following reporting period as appropriate. Unless a student is specifically exempted because he or she qualifies for an exemption from compulsory attendance, a student must attend tutorial classes when required by the campus administration. All teachers will provide tutorials on a regular schedule and will communicate this schedule to students and parents in writing.

SUMMER ASSIGNMENTS FOR SPECIFIC COURSES

In various courses, students may be required to complete summer assignments in order to review and prepare students for the upcoming course. These summer assignments will be posted on the campus website.

Students who are new to the district or transfer into a course requiring a summer assignment may be required to complete a summer assignment(s). Summer assignments for a student(s) new to the district or a student scheduled to a new course shall be provided a reasonable amount of time to complete the summer assignment(s).

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Rockwall ISD teachers will implement general education classroom interventions and/or instructional accommodations for students who require academic, behavior, and/or social emotional support. If classroom interventions are not resulting in student progress or student success, the teacher will request a Multi-Tiered Systems of Support (MTSS) meeting. The MTSS committee may be composed of a teacher, administrator, instructional coach, and parent. Additional Rockwall ISD staff members may be invited based on the student's needs. Please note that parents will be notified when their student begins receiving intervention with a Notice of Intervention Letter.

The MTSS committee will collaborate on specific, targeted interventions based on student data and needs. The teacher(s) will gather data on the student's progress throughout the intervention process and will report progress to the MTSS committee. If a student does not make progress with the interventions provided, the intervention plan shall be adjusted. The MTSS committee may also refer the student for an evaluation under the Individuals with Disabilities Education Act (IDEA) through special education or Section 504 of the Rehabilitation Act.

STUDENTS WITH DISABILITIES (SPECIAL EDUCATION/SECTION 504)

All teachers working with a student identified with a disability and served through Special Education or Section 504 shall follow the accommodations/modifications as determined and documented in the student's Individual Education Plan (IEP) or Section 504 Individual Accommodation Plan (IAP). Instruction, assessment, and grading of students with disabilities shall be reflective of the accommodations/modifications documented in the IEP/IAP. When a student is in jeopardy of failing a class, the teacher must document parent/guardian/adult student communication and use of IEP/ IAP determined accommodations/modifications. An ARD committee meeting shall be convened when a student fails for the grading period.

STUDENTS INDICATED AS AN Emergent Bilingual (EB) with ESL SUPPORT

Teachers will implement the English Language Proficiency Standards (ELPS) and accommodations determined and documented by the student's Language Proficiency Assessment Committee (LPAC). These accommodations must be used in both instruction and assessment. Homework assignments should be accommodated in the same manner. Grading of EBs should not penalize the student for lack of language proficiency in English. Teachers will maintain high expectations for student learning, communicate, sequence, and scaffold instruction and assessments to ensure that EBs learn and demonstrate knowledge of the TEKS in the required curriculum. The following guidelines in combination with the student's English language proficiency level, should be used to assist in assigning grades for EB students with ESL support.

- EBs are not exempt from grades. Grades for EBs will take into consideration their English language proficiency and be based on the use of documented LPAC accommodations.

- Accommodations for Emergent Bilinguals include but are not limited to extra time for assignments and tests, shorter assignments and tests, oral quizzes, peer assistance, use of bilingual dictionaries, reading the directions to the students and use of visual aids.
- When an EB student is in jeopardy of failing a class, the teacher must have documented the parent's/guardian's communication and information regarding the use of LPAC-determined accommodations. An LPAC meeting shall be convened when a student fails for the grading period.

PROMOTION GUIDELINES FOR GRADES K– 8

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. EIE (LEGAL)

Grades K-2: Progress of students in kindergarten -second will be reported on a standards-based report card. The standards-based report card will include information on the specific standards that need to be mastered in the four core subjects of language arts, math, science, and social studies. Additionally, parents are to receive information indicating reading skills that will include information regarding reading level, fluency, and comprehension.

Grades 3-8: In grades 3 through 8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: reading/language arts, mathematics, science and social studies. EIE (LOCAL)

ATTENDANCE

State law requires students to be in attendance 90 percent of the days a class is offered in order to gain credit or be considered for promotion. When a student's attendance falls below 90 percent of the days the class is offered, after consideration of absences labeled as due to extraordinary circumstances, the student and parent(s) shall be notified in writing. A campus attendance review committee shall hear all cases when a student's attendance has fallen below the 90 percent threshold and an appeal has been filed in writing. In order to receive credit, the attendance review committee may assign one or more alternative learning activities to make up work missed or credit lost.

PREKINDERGARTEN AND ELEMENTARY GRADING GUIDELINES

GRADING FOR PREKINDERGARTEN

Prekindergarten students are progress monitored three times a year to evaluate student growth. Teachers will communicate the progress monitoring reports with parents at the fall teacher/parent conferences. The progress monitoring assessment is based on the Texas Education Agency Prekindergarten Guidelines.

A child who is five years of age on September 1 of the current school year is eligible for enrollment in a prekindergarten class if the child's parent or guardian elects for the child to repeat pre-k (in accordance with TEC 28.02124), or if the child would have been eligible to enroll in Pre-K during the previous school year (under the TEC 29.153), and the child has not yet enrolled in kindergarten.

KINDERGARTEN, 1st, and 2nd GRADE STANDARDS-BASED REPORT CARD

Progress of students in kindergarten, 1st, and 2nd grade will be reported on a standards-based report card. The standards-based report card will include information on the specific standards that need to be mastered in the four core subjects of reading/language arts, math, science, and social studies. Additionally, parents are to receive information indicating reading skills that will include information regarding reading level, fluency, and comprehension.

- 3 = Mastered Grade Level Standard
- 2 = Approaching Grade Level Standard
- 1 = Insufficient Progress on Grade Level Standard

WEIGHTING OF GRADES FOR 3rd and 4th GRADE

Category	Weighting	Minimum Number of Assignments per Grading Period
Tests (includes major essays and major projects)	40%	3 Reading/Language Arts* 3 Math 3 Science 2 Social Studies
Daily Work/Quizzes	60%	8 Reading/Language Arts* 8 Math 8 Science 6 Social Studies
*Reading/Language Arts assignments will include a variety of reading and writing assessments to accurately reflect the progress of the student in a literacy area. With a minimum of 11 assignments per grading period, at least one test and two daily work/quizzes will be writing.		

WEIGHTING OF GRADES FOR 5TH AND 6TH GRADE

Category	Weighting	Minimum Number of Assignments per Grading Period
Tests (includes major essays and major projects)	50%	3 Reading/Language Arts* 3 Math 3 Science 3 Social Studies
Daily Work/Quizzes	50%	8 Reading/Language Arts* 8 Math 8 Science 8 Social Studies
*Reading/Language Arts assignments will include a variety of reading and writing assessments to accurately reflect the progress of the student in a literacy area. With a minimum of 11 assignments per grading period, at least one test and two daily work/quizzes will be writing.		

CONDUCT GRADES

The student is also graded on conduct by his or her teacher(s). This grade gives the student and his/her parents an indication of responsible conduct. In grades K-6 the following letter system is used:

E	Excellent	The student has an exemplary attitude, is always cooperative, and always observes school rules and regulations.
S	Satisfactory	The student has a good attitude, is cooperative, and generally observes school rules and regulations.
N	Needs Improvement	Infractions of school and classroom rules exist.

*If a student is exhibiting conduct that needs improvement, the teacher shall:

- Notify parents and suggest a conference;
- Refer the student to the Multi-Tiered Systems of Support (MTSS) committee;
- Request counseling by the Counselor; or
- Notify the Principal.

MIDDLE SCHOOL GRADING GUIDELINES

WEIGHTING OF GRADES FOR EACH GRADING PERIOD

Below is the method by which grades will be calculated by category to determine the grading period grades for a student.

Category	Weighting	Minimum Number of Assignments per Grading Period
Tests (includes major essays, major projects, and objective tests)	50%	3
Quizzes and Daily Work	50%	9

UIL GRADE REQUIREMENTS FOR EXTRACURRICULAR ACTIVITIES

A student with an "Incomplete" grade is ineligible at the end of the seven-day grace period unless the "Incomplete" was replaced with a passing grade prior to the end of the seven-day grace period. Students with an "Incomplete" grade either within or beyond the end of the seven-day grace period may regain eligibility if the work is made up in accordance with district policy in regard to time allowed for make-up work and the conditions under which make-up work is allowed.

HIGH SCHOOL CREDIT COURSES FOR MIDDLE SCHOOL

Students who participate in High School credit courses at the middle school level will receive the same grade weight as the high school course. Grades will be calculated in the following manner for Algebra 1 Honors, Geometry Honors, and Integrated Physics and Chemistry (IPC Honors) coursework:

- Tests (includes major essays and major projects) represent 70% of the nine-week grade.
- Quizzes/Daily Work represent 30% of the nine-week grade.
- The semester grade will be the two nine-week grades averaged together.

Grades will be calculated in the following manner for Spanish:

- Tests (includes major essays and major projects) represent 60% of the nine-week grade.
- Quizzes/Daily Work represent 40% of the nine-week grade.
- The semester grade will be the two nine-week grades averaged together.

Successful completion of these courses will result in one year of high school credit. The grade earned for this course will be posted on the high school transcript and will be included in the calculation of the student's high school grade point average per Board Policy EIC(Local). Please see the Middle School Academic Planning Guide for further information.

HIGH SCHOOL GRADING GUIDELINES

Category	Weighting	Minimum Number of Assignments per Grading Period
Tests (includes major essays and major projects)	60%	3
Quizzes/Daily Work	40%	9

Departments may be permitted to determine the percentage weights of their quizzes/daily work category. These percentages will be entered into Skyward.

WEIGHTED GRADING FOR ADVANCED ACADEMIC COURSES

Grades will be calculated in the following manner for Honors, AP, and IB coursework (see below):

- Tests (includes major essays and major projects) represent 70% of the nine-week grade.
- Quizzes/Daily Work represent 30% of the nine-week grade.
- The semester grade will be the two nine-week grades averaged together.

LEVELS OF ACADEMIC INSTRUCTION

- Honors– Challenging coursework that engages students at a high level in preparation for Advanced Academics courses.
- AP (Advanced Placement) – Advanced high school coursework taught on a college level. Students who pass AP exams can earn college credit. AP Progress measures/Progress checks will be incorporated into AP coursework.
- IB (International Baccalaureate) -Rigorous, comprehensive coursework that teaches students to think critically and independently with a global perspective. Students who pass IB exams can earn college credit and have the opportunity to earn the IB Diploma.

WEIGHTED GRADE POINT AVERAGE FOR ADVANCED ACADEMIC COURSES

All Honors, Advanced Placement, Dual Credit, and International Baccalaureate courses are weighted when calculating the weighted grade point average (GPA). A course is labeled Honors if there is a subsequent Advanced Academics course offered. The District shall assign weights to grades earned in eligible courses and shall calculate a weighted numerical grade average in accordance with the following scale:

1. Students can earn up to 5.5 points per course, per semester for Honors and Dual Credit Courses per the RISD GPA Grade Point System;
2. Students can earn up to 6 points per course, per semester for AP or IB courses per the RISD GPA Grade Point System;
3. The weighted points are not added until the semester is completed; and
4. If a student is in a Honors or AP course and moves to an on level course prior to the semester's end, no weighted points are added to the semester grade.

The District shall assign weights to grades earned in eligible courses and shall calculate a weighted numerical grade average in accordance with the following scale: (1) Advanced or International Baccalaureate plus six; (2) Honors or Dual Credit plus five and a half; and Regular plus zero. The

weighted points are not added until the semester is completed. EIC (LOCAL)

AWARDING OF CREDIT IN HIGH SCHOOL CREDIT COURSES

Credits for students in high school credit courses are awarded on a semester-by-semester basis (1/2 credit per semester). However, if a student fails the first semester of a full-year course and passes the second semester, the two semester grades will be averaged to determine whether the student has earned a passing grade for the year; i.e., if a student makes 68 the first semester and 72 the second semester, the student may receive the full credit because the student passed the second semester with a grade of at least a 70 average. The same will be done for averaging the second semester and first semester average.

UIL GRADE REQUIREMENTS FOR EXTRACURRICULAR ACTIVITIES

A student with an "Incomplete" grade is ineligible at the end of the seven-day grace period unless the "Incomplete" was replaced with a passing grade prior to the end of the seven-day grace period. Students with an "Incomplete" grade either within or beyond the end of the seven-day grace period may regain eligibility if the work is made up in accordance with district policy in regard to time allowed for make-up work and the conditions under which make-up work is allowed.