

Grading Guidelines for Secondary Campuses



2024-2025

NORTHWEST INDEPENDENT SCHOOL DISTRICT ADMINISTRATION

Superintendent of Schools
Mark Foust, Ed.D.

Assistant Superintendent for Curriculum & Instruction
Michael Griffin, Ed.D.

Executive Director of Teaching and Learning
Stephanie Espinosa, Ed.D.

Executive Director of Secondary Education
Chris Hill

HIGH SCHOOL ADMINISTRATION

Byron Nelson High School
Principal: Kara Lea Deardorff

Northwest High School
Principal: Carrie Jackson

VR Eaton High School
Principal: Stacy Miles

Steele Early College High School
Principal: Todd Rogers

Special Programs Center
Principal: Diana Foster

MIDDLE SCHOOL ADMINISTRATION

Leo Adams Middle School
Principal: Matrice Raven, Ed.D

Chisholm Trail Middle School
Principal: Jennifer Higgins

C.W. Worthington Middle School
Principal: Natalie Childress

Gene Pike Middle School
Principal: Patricia Lutkenhaus

Medlin Middle School
Principal: Paige Cantrell

John Tidwell Middle School
Principal: Jeremy Martin

Truett Wilson Middle School
Principal: Laura Koehler, Ed.D.

TABLE OF CONTENTS

Profile of a Graduate	03	2022-2023 TEA /UIL Academic Eligibility Calendar	20
Overview of Beliefs about Assessment and Grading	05	Credit by Examination	22
Overview of Policies for Assessment and Grading	06	Credit by Examination WITH Prior Instruction	22
Class Rank Calculation – Board Policy	06	Credit by Examination WITHOUT Prior Instruction	22
Graduation, Class Rank, and Honor Designations	07	Credentialing	23
Transfer Credit	07	Auditing Courses	23
Evaluation of Grades/Credits from Foreign Countries or Non-Accredited Schools	08	Dual-Credit Courses	23
Grade Point Average (GPA) Calculation	08	Correspondence Courses	25
Grading Scale	08	Grad Lab	25
Point System for Ranking	09	Academic Coaching Program (ACP)	26
Academic Dishonesty	10	Semester Grades	26
Opportunities for Mastery	10	Semester Grades and Final Summative for the Semester	26
Assignment of Nine Weeks Grades	10	Semester Grade Calculations	27
Communication Timelines and Review of Materials	15	Summer School Grades	27
Late Work	17		
Make-Up Work	18		
Progress Reports	18		
Progress Reports and Parent Conferences ..	18		
Progress Report & Report Card Timelines 2022-2023	19		



NISD PROFILE OF A GRADUATE

As 21st century citizens, Northwest Independent School District (NISD) students must be prepared with high levels of academic strength including literacy, digital skills, critical thinking, problem solving, collaboration, and communication. The mission of NISD is to provide a premier education, preparing all students to be successful, productive citizens. Embedded in our vision is that our students will be future ready: ready for college, ready for the global workplace, and ready for personal success. To accomplish this goal, a student who graduates from NISD will be:



READY FOR COLLEGE

To prepare to be future ready, a student who graduates from NISD will:

- Engage in relevant literacy through proficiency in reading, writing, listening, and speaking.
- Employ proficient and responsible use of digital media to effectively communicate, synthesize, and create new knowledge.
- Problem solve and critically analyze with determination to take risks, learn from mistakes, and adapt to new thinking.
- Determine validity and relevance of information resources in the development of research skills.

READY FOR THE GLOBAL WORKPLACE

To prepare to be future ready, a student who graduates from NISD will:

- Connect and correlate knowledge and skills continuously through real-world applications in reading, writing, mathematics, science, social studies, the arts, and enrichment experiences.
- Construct new ideas through original and innovative thinking.
- Exhibit vision for personal learning and forward thinking to prepare for the future.
- Understand and adapt responsibly to a changing global community.



READY FOR PERSONAL SUCCESS

To prepare to be future ready, a student who graduates from NISD will:



- Practice ethical behaviors exhibiting integrity, respect, and commitment within a well-balanced lifestyle.
- Show initiative and responsibility through positive actions to express self-motivation, self-discipline, and perseverance.
- Communicate and collaborate by exercising a willingness to help and connect with culturally diverse individuals and groups to make necessary compromises toward accomplishing a common goal.
- Prepare for the unknown by being empowered with tools to face challenges and life-long learning.

OVERVIEW OF BELIEFS ABOUT ASSESSMENT AND GRADING

NORTHWEST ISD CORE BELIEFS

1. Kids come first.
2. Continuous learning is essential to prepare for college and career opportunities.
3. Each student's success is the shared responsibility of students, families, schools, and communities.
4. Learning is influenced by environment.

NORTHWEST ISD VISION

Northwest ISD empowers learners and leaders to positively impact the world.

NORTHWEST ISD MISSION

Northwest ISD, in collaboration with students, families, communities, and global partners, will engage in a culture of learning that prepares all students to confidently navigate their future.

BELIEFS ABOUT ASSESSMENT AND GRADING

As student's progress toward mastery of the skills and concepts of the Northwest Independent School District's curriculum, teachers should use various indicators to monitor and assess this progress. Indicators may include any or all the following:

- teacher observations based on specific criteria
- specific criteria
- class discussions
- oral interviews
- projects
- demonstrations
- journals
- cooperative learning groups
- daily practices
- compositions
- homework
- presentations
- tests
- research assignments

The above list includes strategies that may be used to monitor and assess student progress. As this document will clarify, it is not required that grades be assigned every time progress is assessed and feedback given.

Note: This document reflects district and campus expectations. A Principal must propose any revisions or exceptions to these guidelines and submit the request to the Executive Director of Secondary Education prior to the beginning of the school year. Students' grades shall reflect mastery of District objectives. Teachers shall follow District-approved grading guidelines that have been designed to reflect each student's academic achievement for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board determines that the grade was arbitrary, or contains an error, or that the teacher did not follow the District's grading guidelines. Board Policies EI (LEGAL/ LOCAL), EIA (LEGAL/LOCAL), and EIE (LEGAL/LOCAL) Elementary Grading Guidelines and Secondary Grading Guidelines.

OVERVIEW OF POLICIES FOR ASSESSMENT AND GRADING

CLASS RANK CALCULATION- BOARD POLICY [SEE EIC(LOCAL)]

For students who enter grade 9 in the 2011–12 school year or thereafter, the District shall include in the calculation of class rank only grades earned for high school credit in the following subjects and for electives under these subject areas: **English, Mathematics, Science, Social Studies, Economics and Languages other than English**. Grades earned in these courses during middle school shall be included in class rank calculation.

The calculation of a student's grade point average (GPA) for class rank shall exclude grades earned in or by a course for which a pass/fail grade is assigned; credit by examination, with or without prior instruction; local credit courses, academic courses substituted for physical education; summer school courses taken for remediation; and distance learning in the form of traditional correspondence courses.

GRADUATION, CLASS RANK, AND HONOR DESIGNATIONS (GRADES 9-12)

For further information on Class Rank and Honor Designations, see [Board Policy EIC \(Local\) and EIC \(Exhibit\)](#)

TRANSFER CREDIT [SEE EIC (LOCAL)]

Some transcripts from outside of Texas reflect an alpha grade and not a numeric grade. When this occurs, the letter grade will be transcribed to a numeric grade as indicated below:

A+ 100	B+ 89	C+ 79	F 60
A 95	B 85	C 75	
A- 90	B- 80	C- 70	

A transfer student who received credit in a course at a non-Texas public school for a 60-69 or a letter grade of a “D” may be awarded the credit if the course is deemed transferable, and the letter grade will be transcribed and not a numeric grade. When this occurs, the student will receive a grade of a “P” [passing] for the course, and the “P” will not be included in the computation of GPA or rank.

When a student transfers grades for properly documented courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District if the same courses are offered to the same class of students in the District. Northwest ISD does not offer International Baccalaureate (IB) courses, however, some students transfer these credits to Northwest ISD. International Baccalaureate (IB) may be considered for weighted grade points if a similar level of Advanced Placement (AP) is identified.

In order for the transferred course to be accepted as an advanced course for class ranking purposes, the course must be clearly identified as such on the transcript or confirmed as the equivalent of an advanced level course by the sending school to the high school counselor.

EVALUATION OF GRADES/CREDITS FROM FOREIGN COUNTRIES OR NON-ACCREDITED SCHOOLS

For students from a foreign country or non-accredited school, validated credits earned at the previous school will apply toward graduation requirements; however, those grades will be transcribed as a “P” [passing] or “F” [failing] and shall not be included in the computation of rank.

GRADE POINT AVERAGE (GPA) CALCULATION

The District shall include in the calculation of grade point average grades earned in all courses, including grades earned in middle school courses for high school credit. The grade point average calculation shall exclude grades earned in or by a course for which a pass/fail grade is assigned; credit by examination, with or without prior instruction; local credit courses, academic courses substituted for physical education; summer school courses taken for remediation; and distance learning in the form of traditional correspondence courses (i.e. courses taken through Texas Tech or the University of Texas). The grade point average is calculated on an un-weighted 4.0 scale with grades assigned points as follows:

90-100 = 4.0 80-89 = 3.0 70-79 = 2.0 below 70=0

GRADING SCALE

The grading designations for NISD secondary schools are as follows:

100 - 90	A	Excellent Progress
89 - 80	B	Above Average Progress
79 - 70	C	Average Progress
69 - 0	F	Unsatisfactory Progress (Failing)
	I	Incomplete (do not use on withdrawal form)
	NG	No Grade (See “Assignment of Nine Weeks Grades”)

Grade points will be awarded according to the charts on the following pages.

POINTS SYSTEM FOR RANKING *(Students Entering Grade 9 After Fall 2018)*

Students will be ranked for class standing on the following system. Zero grade points will be given for any grade below 70.

Level 1 - Skills		Level 2 - Regular		Level 3 - Gifted and Talented/Honors		Level 4 - AP, Dual Credit, and OnRamps Courses	
Grade	Grade Points	Grade	Grade Points	Grade	Grade Points	Grade	Grade Points
100	4.0	100	5.0	100	6.0	100	7.0
99	3.9	99	4.9	99	5.9	99	6.9
98	3.8	98	4.8	98	5.8	98	6.8
97	3.7	97	4.7	97	5.7	97	6.7
96	3.6	96	4.6	96	5.6	96	6.6
95	3.5	95	4.5	95	5.5	95	6.5
94	3.4	94	4.4	94	5.4	94	6.4
93	3.3	93	4.3	93	5.3	93	6.3
92	3.2	92	4.2	92	5.2	92	6.2
91	3.1	91	4.1	91	5.1	91	6.1
90	3.0	90	4.0	90	5.0	90	6.0
89	2.9	89	3.9	89	4.9	89	5.9
88	2.8	88	3.8	88	4.8	88	5.8
87	2.7	87	3.7	87	4.7	87	5.7
86	2.6	86	3.6	86	4.6	86	5.6
85	2.5	85	3.5	85	4.5	85	5.5
84	2.4	84	3.4	84	4.4	84	5.4
83	2.3	83	3.3	83	4.3	83	5.3
82	2.2	82	3.2	82	4.2	82	5.2
81	2.1	81	3.1	81	4.1	81	5.1
80	2.0	80	3.0	80	4.0	80	5.0
79	1.9	79	2.9	79	3.9	79	4.9
78	1.8	78	2.8	78	3.8	78	4.8
77	1.7	77	2.7	77	3.7	77	4.7
76	1.6	76	2.6	76	3.6	76	4.6
75	1.5	75	2.5	75	3.5	75	4.5
74	1.4	74	2.4	74	3.4	74	4.4
73	1.3	73	2.3	73	3.3	73	4.3
72	1.2	72	2.2	72	3.2	72	4.2
71	1.1	71	2.1	71	3.1	71	4.1
70	1.0	70	2.0	70	3.0	70	4.0

ACADEMIC DISHONESTY

Academic dishonesty includes cheating or copying the work of another student (whether the student knowingly provides or receives the work), plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the evidence collected by the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and academic consequences determined jointly by the teacher and campus administrator.

OPPORTUNITIES FOR MASTERY

Because we believe that kids come first and our commitment to support each student's progress toward mastery of the skills and concepts of the Northwest Independent School District's curriculum, teachers should use the following guidelines to monitor and assess student progress.

ASSIGNMENT OF NINE WEEKS GRADES

The assigning of a grade in a particular course should reflect a student's mastery of the skills and content of the course. Nine weeks grades shall be assigned according to the following criteria:

SUMMATIVE GRADES

Sixty percent (60%) of a grade shall be based on summative activities such as major projects, major quizzes and tests. Before a summative (major) grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice before summative assessment. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If the project merits more than one summative grade (multiple grades), each grade should represent a different component of the project.

Example:

Grade 1- Content Grade 2- Format Grade 3- Organization

Recording the same grade multiple times is not acceptable. This includes one teacher recording the same grade multiple times or more than one core teacher recording the same grade. Each time a grade is recorded, it is to apply to a specific component of a project. Initial assignment and discussion of long term projects must include a written explanation of the criteria that will be used for evaluating the assignment (rubric). Major tests shall be scheduled and communicated to the students at least three class days in advance.

FORMATIVE GRADES

Forty percent (40%) of a grade shall be based on formative activities such as class work, daily assignments, homework, and formative quizzes. These grades should be a balanced representation of the types of work completed during the course of the grading period.

EXCEPTIONS

Exceptions to the percentage recommendations shall be based on a specific rationale agreed upon by the principal and the teacher and approved by the Assistant Superintendent for Curriculum & Instruction prior to the start of the school year. Each nine weeks grade will include an appropriate number of grades to best reflect a student’s current levels of mastery of the content.

NUMBER OF GRADES

Each nine weeks grade will include an appropriate number of grades to best reflect a student’s current levels of mastery of the content.

Grading Periods	Dates	# of Days in QTR	# Summative Grades	# Formative Grades
QTR 1	Aug 14 - Oct 11	42	3*	6
QTR 2	Oct 15 - Dec 19	41	3	6
QTR 3	Jan 8 - Mar 14	46	3	6
QTR 4	Mar 26 - May 23	42	3	6

*2 Summative grades and 4 Formative grades are required within the first 6 weeks for the UIL Check on Sept 20, 2024.



NON-ACADEMIC ACTIVITIES

Grades (and all portions of grades) shall not be awarded or reduced for any non-academic activities such as compliance grades (or points) for returning a report card, incomplete paper headings, etc.

RAISING GRADES

A grade of 69 should be recorded as a 70 for the nine weeks grade. At their discretion, teachers have the ability to raise nine weeks grades from a 79 to 80, 89 to 90 when using established criteria. Teachers shall utilize the same criteria for all students when deciding to raise a grade. Semester grades and Year-End Final grades will not be rounded in addition to nine weeks grades.

NO GRADE (NG)

No grade (NG) will be issued based on any of the following criteria: (1) non-attendance in class, (2) zero assignments turned in, (3) enrolling the last ten days of the nine weeks without grades from the previous school. If a designation of NG is recorded, the NG must be converted to a grade by the end of the following grading period. NGs will not be recorded the last grading period of the year. (Note: If a student withdraws within the last two [2] weeks of a grading period, has at least five [5] grades [two of which are summative in nature], a grade shall be given.)

INCOMPLETE (I)

Except in extenuating circumstances, any designation of Incomplete (I) on the report card must be converted to a grade within two weeks of the end of the grading period. Exceptions to this policy may apply in cases regarding UIL eligibility. Refer to UIL rules for additional information. Administrative approval is required before recording a grade of Incomplete (I) in the final grading period of the year.

ASSESSMENT STRATEGIES

In determining grading period grades, a variety of assessment strategies should be used.

ENCOURAGING STUDENT SUCCESS

All grading and reporting practices will support the learning process and encourage student success. Grades recorded should be reflective of learning and should be based on what a student knows and is able to do in relation to Texas Essential Knowledge and Skills (TEKS). As a result, the following practice shall be used.

1. All students in grades 9-12 or enrolled in high school credit courses in grades 6-8, will be provided the opportunity to re-submit summative assignments after receiving the grade/feedback of each assignment if the grade is below 75% and the assignment was turned in on time.
2. All students in grades 6-8, will be provided the opportunity to re-submit formative and summative assignments after receiving the grade/feedback of each assignment if the grade is below 75% and the assignment was turned in on time.
3. The higher of the two grades between the original assignment and the redo will be counted not to exceed 75. (This does not apply to the last summative of the semester or state assessments).
4. The student's mastery level shall be a major factor in determining the grade for a subject or course. Before any reassessment occurs, a student shall receive appropriate remediation/reteaching AND complete all formative assignments designed to support the summative (This does not apply to semester exams or state assessments).
5. Time frame for redoing work.
 - a. Teachers must provide a reasonable time frame for students to retake assignments with grades scoring less than 75%.
 - i. Teachers will enter grades in the grade book within five (5) school days of assignment due date.
 - ii. Once posted in the grade book, students will have two (2) school days



to request the opportunity to re-do the assignment AND shall complete the new assignment within five (5) school days of the original grade posting in the grade book.

- iii. Prior to retesting on a summative task, the student must attend at least 1 tutorial/reteach session with their teacher or an appropriate designee within the department AND complete and submit any missing formative assignments (subject to Late Work guidelines).
- iv. Test corrections are not an allowable retest opportunity. Instead test corrections would be an expected task that would be a part of tutorial preparation for the retesting opportunity but would not be used to raise the student's score on the summative assessment.
- v. If a summative assignment was given during the last weeks of the grading period, make ups for absences can be done as needed during the first week of the next grading period with attention given to the UIL Eligibility Calendar.

6. Determining grades after an assignment is redone or a test is given.

- a. For any retaken summative assignment, the grade will only be used if it is higher than the original grade earned on the assignment.
- b. Any reassessment of a grade will receive a replacement grade that reflects the higher grade of the original or retake not to exceed 75.

7. If a student scores higher on the original summative assessment than he/she did on the formative assessment(s) designed to prepare for that summative, then the teacher will drop the lowest of the formative assessment grades associated with that summative assessment. Any determination to drop or keep a formative grade should reflect a student's progress toward the overall mastery of skills and concepts. In order for a formative assessment to be eligible to be dropped, the student must have submitted the assignment for a grade previously, missing work "M" and zeros "0" for assignments are not eligible.

Example:

Assignment	Grade
Unit 1 Formative Assignment A	45 (Dropped)
Unit 1 Formative Assignment B	65
Unit 1 Formative Assignment C	85
Unit 1 Summative (Original)	84

Note: Based on Senate Bill 2033 signed into law after the 81st Legislative Session, districts are restricted as to how minimum grades may be calculated under local grading policy. As a result, the following practice shall be used.



1. A teacher may choose to reteach and retest a whole class when 30% or more of that class has failed a summative assignment or examination. The teacher shall record the higher of the two grades earned for the retest. Reassessment must occur within ten instructional days of the original assessment.
2. When less than 30% of a class has failed any assignment or examination that is recorded for a grade, individual students must be provided the opportunity to make-up or redo the assignment or examination for which the student received a failing grade. Before any reassessment occurs, a student shall receive appropriate remediation. It is recommended that the teacher document the need for the student to redo the assignment and/or the original grade the student received on the assignment to keep parents adequately informed.
3. If a student scores higher on a summative assessment than s/he did on the formative assessment(s) designed to prepare for that summative, then the teacher will drop the lowest of the formative assessment grades associated with that summative assessment. Any determination to drop or keep a grade should reflect a student's progress toward the overall mastery of skills and concepts.

COMMUNICATION TIMELINES AND REVIEW OF MATERIALS

Because we believe:

- NISD Vision is to work in collaboration with students, families, communities, and global partners, will engage in a culture of learning that prepares all students to confidently navigate their future
- Each student's success is the shared responsibility of students, families, schools, and communities:

1. All student work shall be assessed, and feedback given. Student work that receives a numerical grade shall be entered into the grade book within five (5) school days of being given to the teacher, and feedback shall be given. This would also include makeup or missing work that is submitted.
2. Projects/research papers and/or essays will be provided the opportunity to re-submit the assignment after receiving the grade/feedback if the grade is below 75%. Projects/research papers and/or essays shall be graded and returned within the same grading period that they are completed and submitted to the teacher. Expectations for long-term assignments include:
 - a. Tasks are actively monitored with timely feedback that tracks a student's work/progress toward mastery
 - b. Major corrections are addressed before a final grade is earned.
 - c. These may take longer than five (5) school days to grade and return.
 - d. Teachers are expected to provide clear and consistent communication to students concerning deadlines and academic progress on any long-term assignment.
3. If a student is struggling with missing assignments or zeros "0" during a grading period, the parent/guardian will be notified by the teacher. If the problem persists, a student-teacher-parent conference should be scheduled to collaborate on helping the student be more successful.
4. Students have the right to review their tests. All tests given shall be graded, returned, and recorded within five (5) school days of the date the test was administered. Adherence to this timeline will allow for timely and meaningful remediation.
5. Upon student/parent request, students shall have all graded tests (including test questions) returned for their personal records. Exceptions will be semester exams, final exams, and district common assessments. The student and the parents may review these tests at the parent's request.



LATE WORK

1. When an assignment is submitted after a deadline, a penalty of fifteen (15) points per class meeting may be deducted from the earned grade with a maximum of 30 points deducted. Please note that the point deductions are applied to the earned grade.

Example:

<u># Days Late</u>	<u>Earned Grade</u>	<u>Late Deductions</u>	<u>Assigned Grade</u>
1	82	15	67
2	82	30	52
3	82	30	52
After Summative	82		0

2. Teachers will use professional discretion in determining when such a deduction is appropriate.
3. Students are encouraged to submit work on time when extracurricular absence occur in order to remain current with assignment submissions.
4. Formative assignments and the subsequent descriptive feedback have the greatest impact on student achievement (Rick Wormeli, 2010). Formative work will be accepted for a grade (not to exceed 70% see #1 under Late Work) until the summative assignment for that content is completed or until the teacher documents personal contact with a student’s parents regarding a late assignment. (Once contact is made with the parent, students should be provided at least one additional day to submit the formative assignment.) Teachers may accept work beyond this timeline for purposes of providing feedback to the student but any grade given will follow the procedures outlined in Late Work #1.
 - a. **Note:** If an assignment is due the last week of the grading period and extenuating circumstances prevent the assignment from being submitted on time, the teacher may assign a mark of Incomplete (I) on the report card. In such situations, the timelines described in #1 under Communication Timelines will be used. Exceptions to these guidelines may apply in cases regarding UIL eligibility. Refer to UIL Rules and Eligibility Calendar (Appendix A) for additional information.

MAKE-UP WORK

All students shall be allowed to make up work when they are absent from class.

1. Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
2. Under extenuating circumstances such as long-term illness or family emergencies, teachers may choose to give students more than one day for each day missed to make-up assignments.
3. In situations where the assignments were given before the student was absent, a shorter time frame may be required at the teacher's discretion.
4. Make-up tests or quizzes should be administered during tutorial times to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day.

*Modifications of this procedure, which may require administrative approval, should be discussed with the appropriate administrator in a timely manner.

PROGRESS REPORTS

PROGRESS REPORTS AND PARENT CONFERENCES

1. Northwest ISD will utilize electronic report cards and progress reports through the [Home Access Center \(HAC\)](#) in grades 1-12. Electronic report cards and interim progress reports are designed to be convenient and easy for parents to access their student's grades, while supporting the district's efforts to reduce printing. Parents may request a printed copy of report cards and progress reports to be sent home with the student.
2. Interim Progress Reports (IPR) will be available approximately each of the third weeks of a grading period through the Home Access Center [HAC].
3. Teachers shall initiate parent contact within two (2) days from the time interim progress reports are available for students whose average is below 70. Contact should be documented and kept by the teacher.

The time period after the progress report but before the report card is an important period to monitor a student's cumulative grade. If a student's grade average falls below a 70 during this time period, interventions should be put into place and

communicated with parents. Follow-up communication with parents shall occur by the end of the third week of the nine weeks grading period for any content area where a student continues to have a 70 average or below.

PROGRESS REPORT & REPORT CARD TIMELINES 2024-2025

Note: All students will receive a Report Card each grading period via Home Access Center (HAC).

Progress Reports		Report Cards		GPA/Rank	
End Date	Go Home Date	End Date	Go Home Date	All HS Students	Seniors Only
08/30/24	09/03/24				
09/20/24	09/23/24	10/11/24	10/17/24		
11/01/24	11/06/24				
11/22/24	12/02/24	12/19/24	01/09/25	Publish transcripts 01/24/25	
01/24/25	01/27/25				
02/14/25	02/18/25	03/14/25	03/27/25		Publish Transcripts 04/11/25
04/11/25	04/14/25				
05/02/25	05/05/25	05/23/25	06/02/25	ASAP with Senior Priority no later than 06/05/25	

2024-2025 TEA/UII ACADEMIC ELIGIBILITY CALENDAR

This document is intended to bring clarity to the eligibility calendar for U.I.L. participants. Specifically, be aware of the following issues:

- Grace periods for academic eligibility are seven (7) calendar days after the evaluation, with the exception of holidays.
- Academic Eligibility is determined from nine-week grades, not semester grades
- After the 1st six weeks academic eligibility check, students may only lose academic eligibility at the nine weeks grading report.
- Students can regain academic eligibility at the three weeks progress reports, and at the nine weeks grading report.
- All students are academically eligible during the Thanksgiving, Christmas, and Spring Break holidays.
- Following Thanksgiving, Christmas, and Spring Break holidays, ineligible students return to being ineligible until the next grade check and grace period.
- All students are academically eligible through the summer.
- Total credits from the previous year determine the first six weeks eligibility for 10th-12th students. In the 2nd year of high school, students must have earned 5 credits. 3rd year = 10 credits. 4th year = 15 credits. For 7th-9th students, promotion to the next grade means they are eligible the first six weeks.



Friday	9/20/24	Evaluate all students	(6 week grade check)
Friday	9/27/24	Students gain or lose eligibility	(End of School Day)
Friday	10/11/24	Evaluate all students	(End of 1st quarter)
Friday	10/18/24	Students gain or lose eligibility	(End of School Day)
Friday	11/01/24	Re-evaluate failing students	(1st - 3 week progress report)
Friday	11/08/24	Students may regain eligibility	(End of School Day)
Friday	11/22/24	Re-evaluate failing students	(2nd - 3 week progress report)
<i>Thanksgiving Break - All Students are Academically Eligible</i>			
Monday	12/09/24	Students may regain eligibility	(End of School Day)
Thursday	12/19/24	Evaluate all students	(End of 2nd quarter)
<i>Christmas Break - All Students are Academically Eligible</i>			
Wednesday	1/15/25	Students gain or lose eligibility	(End of School Day)
Monday	1/27/25	Re-evaluate failing students	(1st -3 week progress report)
Monday	2/03/25	Students may regain eligibility	(End of School Day)
Friday	2/14/25	Re-evaluate failing students	(2nd - 3 week progress report)
Friday	2/21/25	Students may regain eligibility	(End of School Day)
Friday	3/14/25	Evaluate all students	(End of 3rd quarter)
<i>Spring Break - All Students are Academically Eligible</i>			
Wednesday	4/02/25	Students may gain or lose eligibility	(End of School Day)
Friday	4/11/25	Re-evaluate failing students	(1st -3 week progress report)
Friday	4/18/25	Students may regain eligibility	(End of School Day)
Friday	5/02/25	Re-evaluate failing students	(2nd - 3 week progress report)
Friday	5/09/25	Students may regain eligibility	(End of School Day)
Friday	5/23/25	End of 4th quarter	
Reviewed by Dr. Mark Cousins, UIL Director of Eligibility (6-18-24)			

CREDIT BY EXAMINATION

CREDIT BY EXAMINATION *WITH* PRIOR INSTRUCTION

Credit by examination (CBE) is available for students in grades 8 - 12 who have lost credit in courses approved by the board of trustees (Board Policy EHDB LEGAL/LOCAL).

1. Students must have had prior formal instruction to be eligible for CBE.
2. Examinations that are used for credit by examination purposes must be approved by the Assistant Superintendent for Curriculum & Instruction or the designee.
3. For a student to receive credit by examination with prior instruction, the student must correctly answer 70% of the items on the test instrument.
4. The cost for this testing is the student's responsibility.
5. CBE shall not be used to gain eligibility for participation in extracurricular activities. A campus principal, counselor, and/or attendance review committee may offer a student with excessive absences an opportunity to earn credit for a course by passing a CBE. In these instances, the passing standard of 70% (see #3) shall apply.
6. High school students should contact their counselor for additional information.
7. Preregistration and parental approval is required.
8. A student may not attempt to earn credit by examination for a specific high school course more than two times.
9. Grades earned through CBE are not included in the GPA ranking. Board Policy EIC (LEGAL/LOCAL).

CREDIT BY EXAMINATION *WITHOUT* PRIOR INSTRUCTION

A student will be permitted to take an exam to earn credit for an academic course for which the student has no prior instruction (Board Policy EHDC LEGAL/LOCAL).

1. For a student to receive credit by examination without prior instruction, the student must correctly answer 80% of the items on the test instrument.
2. The student (or parent) must register with the campus counselor no later than 30 days prior to the scheduled testing date.
3. Examinations that are used for credit by examination purposes must be approved by the Assistant Superintendent for Curriculum & Instruction or the designee.
4. Grades earned through CBE are not included in the GPA ranking. Board Policy EIC (LEGAL/LOCAL).
5. The District shall administer Credit by Exams without Prior Instruction a minimum of four times per year.

6. A student may take Credit by Exams for Acceleration earning a maximum of 1.0 credit in each content area.
7. A student may take a specific examination only once during each time.
8. A student may not attempt to earn credit by examination for a specific high school course more than two times.
9. If a student fails to earn credit by examination for a specific high school course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the District's prescribed course sequence, the student must satisfactorily complete the course to receive credit for the course.
10. See the District Web for Acceleration by Examination information.

CREDENTIALING

Credentialing or "credit" for foreign language (LOTE) courses is applicable for a student whose native language is one other than English. Based on a student's score on a District determined placement exam (where applicable), a native speaker may be placed in a higher level of LOTE. Credit may be acquired by a student for a lower level LOTE course, in accordance with District criteria and following the successful placement and completion of the upper level course. Upon successful completion of the upper level course, the student will receive a grade of a "P" [passing] for the lower levels of the LOTE course. A "P" is not factored into GPA or ranking.

AUDITING COURSES

In rare instances, a campus principal may allow a student to audit a course with the recommendation of the teacher and/or counselor. Students will receive a grade in an audited course each six weeks. The grade does not affect GPA or count toward graduation credit; however, if it is below 70, the student will be ineligible for UIL extracurricular activities. Audited courses for which credit is not earned will NOT be included on the student's transcript.

DUAL-CREDIT COURSES

Students in NISD high schools may earn credit toward high school graduation by completing an approved college-level course in any accredited college or university under the following provisions:

1. Students interested in taking a course for dual-credit must obtain a Dual Credit Agreement form from the student's counselor. This form will be signed by a school designee (counselor or administrator), the parent/guardian, and the student.
2. In addition to the completed Dual Credit Agreement form, the student must complete the college's Application for Admission and provide the college with an official high school transcript and SAT or ACT scores. If the SAT or ACT scores do not exempt the student from a college entrance exam, then the student must take the TSI placement test. Contact the college for dates, times, and cost of placement testing.



3. Credit for a successfully completed one-semester college course(s) is earned in one-half credit increments. **Any grade below 70 in the college course will result in no credit being awarded for any equivalent high school course.**
4. Credit toward graduation requirements earned through college coursework approved by the Board for dual credit shall be factored into a student's grade point average. Grades recorded numerically from University or College teachers will factor at their numeric value. Grades recorded as a letter grade from University or College teachers shall be converted to a numerical grade in the mid-range of our scale as follows:
A=95 B=85 C=75 D=65 F=60
5. Students do NOT earn high school credit for concurrent college classes. Students are required to show proof of enrollment in the course for a release for a concurrent class. Grades for concurrent enrollment are not posted to the transcript.
6. Dual Credit courses may have alternative grading guidelines per the higher education institution. Please refer to all syllabi for details.
7. Seniors and Final Class Rank for Local Graduation Honors: Dual credit and TxVSN grades are reported to Northwest ISD at the end of each semester. As a result, grades earned in these classes during the spring semester of a student's senior year that are not final grades by the end of Quarter 3, will not be included in this class rank calculation. OnRamps courses are not included in the exception. (See Board Policy EIC (LOCAL))

CORRESPONDENCE COURSES

Credit toward state graduation requirements may be achieved by approved correspondence courses under the following conditions and with the prior approval of the counselor or principal only:

1. The institution offering the course is The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the Commissioner of Education.
2. On-line courses available through TxVSN (Texas Virtual School Network)
3. The correspondence course includes the state-required essential knowledge and skills for such a course.
4. Seniors enrolled in a correspondence course must complete the course and submit a grade to the school by the end of the first semester of the year they plan to graduate.
5. Traditional correspondence (i.e. courses taken through The University of Texas at Austin, Texas Tech University) course grades are not included in the grade point average, however, the numerical grade is recorded on the student's transcript.

GRAD LAB

The Grad Lab is offered at our traditional high school campuses to provide a setting for students to complete both accelerated coursework as well as making up lost credit.

1. Coursework completed for original credit will be assigned a numerical grade and will count in the student's overall grade point average (GPA) and appear on the student's transcript.
2. Coursework that is completed successfully for credit recovery will receive a grade of P for passing, will not be calculated in the GPA but will appear on the transcript. (See below for more explanation of the credit recovery program known as Academic Coaching Program [ACP]).

ACADEMIC COACHING PROGRAM

Within the Grad Lab, the Academic Coaching Program [ACP] supports students who previously failed a core class and/or are in need of making up lost credit. Placements are based on student needs and seat availability. Fifth year seniors and upperclassmen are high priority and will be placed first.

1. Students must complete all required online and offline assignments with a grade average of 70 or better in a specified time frame.
2. Upon completion of requirements, a P for passed will appear on the student transcript indicating that credit for the specific course has been recovered. The P will then appear on the student’s transcript, and the credit for the course will be restored. Grades received in the Academic Coaching Program are not used in computation of a student’s grade point average (GPA).

SEMESTER GRADES

SEMESTER GRADES AND FINAL SUMMATIVE FOR THE SEMESTER

The following procedures are to be used for calculating semester grades for grades 6-12:

1. Students will have at least three (3) summative assessments and at least six (6) formative assessments each quarter.

Grading Periods	Dates	# of Days in QTR	# Summative Grades	# Formative Grades
QTR 1	Aug 14 - Oct 11	42	3*	6
QTR 2	Oct 15 - Dec 19	41	3	6
QTR 3	Jan 8 - Mar 14	46	3	6
QTR 4	Mar 26 - May 23	42	3	6

**2 Summative Grades and 4 Formative grades are required within the first 6 weeks for the UIL Check on Sept 20, 2024.*

2. During Q2 and Q4 the final summative of the quarter will be scheduled during the last week of the semester and include a variety of formats such as writing-based assessments (essays, analytical reader's responses), project/product-based summatives and/or multiple choice assessments. Any summative grades administered during the last two weeks of the semester will not be eligible for retakes. Teachers will notify students and parents that no retakes will be available in advance of the summative assignments.
3. At Q2 and Q4, for courses that are giving MAP Testing, students will take MAP during the assigned MAP assessment window and then the final summative of the quarter will be given during the final week of the semester. Campuses will determine the exact dates of the final summative schedule.
4. Written portions of test may be given earlier than the last week of the semester in order to give teachers time to grade
5. The final summative assessment of a semester may be cumulative per semester.

SEMESTER GRADE CALCULATIONS

Final Semester Grades will be an average of the Quarter Grades for the semester. For example:

$QTR1 + QTR2/2 = \text{Semester 1 Final Grade}$

$QTR3 + QTR4/2 = \text{Semester 2 Final Grade}$

SUMMER SCHOOL GRADES

1. A student failing the regular semester and attending summer school for that semester shall receive a passing grade for that course if the curriculum is mastered.
2. A grade received in summer school shall be reflected on the student's transcript as Pass (P) or Fail (F) and shall not be calculated into the student's GPA.
3. Students may take summer school courses for acceleration. In those situations, the numeric grade the student receives in summer school will be factored in the GPA.