

Hutto ISD Grading and Reporting Handbook 2024-2025



Hutto ISD Grading and Reporting Handbook

Hutto ISD

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Grading and Reporting Handbook Acknowledgment

Employee Acknowledgement Form

[Hutto ISD Board Policy EIA \(LOCAL\)](#) mandates that the Superintendent or designee shall ensure that each campus or instructional leader develops guidelines for teachers to follow in determining grades for students.

The 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. Guidelines for grading shall be clearly communicated to students and parents.

The Hutto ISD School Grading and Reporting Handbook is written to provide direction and equity in the evaluation and communication of student academic performance.

The information and policies in the Handbook are subject to change, and I acknowledge that revisions may occur. All changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing guidelines.

Only the Superintendent or the Superintendent's designee has the ability to adopt any revisions to the information in the Handbook.

I understand that I should consult my principal regarding any questions I have regarding the Grading Handbook. I further understand that it is my professional responsibility to read and comply with the policies and guidelines contained in the Hutto ISD School Grading and Reporting Handbook and any revisions made to it during the academic year.

Please sign and give this form to your campus principal.

Employee Signature _____ Date _____

Employee PRINTED Name _____ Campus _____

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Vision

Inspiring Excellence

Mission

Hippo Nation inspires all students to achieve excellence in academics, character, and community.

Portrait of a Graduate:

Hutto ISD **STANDS** behind its graduates.

A student who graduates from Hutto ISD is a Self-confident, Technologically “savvy”, Academically prepared, Natural communicator with a Developed global mindset that seeks to be a Servant leader.

- **SELF-CONFIDENT** A Hutto ISD graduate is a good risk taker that makes safe, quality decisions. They are well balanced, confident, ambitious, curious and imaginative.
- **TECHNOLOGICALLY “SAVVY”** A Hutto ISD graduate evolves with the growth and advancement of technology and knows how to use innovations in their academic and professional pursuits. They are knowledgeable about relevant technology and its role in society and their lives.
- **ACADEMICALLY PREPARED** A Hutto ISD graduate is a problem solver and critical analyzer that is academically prepared for their future. They are critical thinkers and prepared to attend college or enter the workforce.
- **NATURAL COMMUNICATORS** A Hutto ISD graduate possesses interpersonal skills that aids their communication. They are cooperative, active listeners able to communicate beyond just conversation.
- **DEVELOPED GLOBAL MINDSET** A Hutto ISD graduate competes globally among their peers. They possess intellectual and social capital that allows them to interact across socio-cultural systems.
- **SERVANT LEADER** A Hutto ISD graduate seeks servant leadership and empowers others to become leaders. They are rich in character, focus on people and personal development and contribute to the well-being of others and community.

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Foreword

The purpose of this handbook is to delineate uniform grading and reporting guidelines for teachers and administrators. The guidelines outlined in this handbook adhere to the requirements of the Texas Education Code ([TEC](#)), the Texas Administrative Code ([TAC](#)), and Hutto Independent School District ([Hutto ISD](#)) policies and regulations.

Grading is the process by which teachers assess student learning and progress towards mastering the Texas Essential Knowledge and Skills (TEKS). **Reporting** is the process by which teachers communicate information to parents/guardians about student mastery of taught subject matter and skills.

A nine week and semester grade on a report card should represent the level of mastery a student has achieved in relation to the learning objectives found in the Texas Essential Knowledge and Skills (TEKS).

This handbook will be reviewed annually and adjustments will be made as necessary.

General Information

Courses of Study

Hutto ISD follows the Texas Essential Knowledge and Skills (TEKS) approved by the State Board of Education. Students are required to demonstrate the knowledge and skills necessary to read, write, compute, problem solve, think critically, apply technology, and communicate across all subject areas.

Absences

Students must be in attendance for at least 90 percent of the days school is in session in order to receive credit for the school year. If students do not meet this requirement, only a principal or an official attendance committee can consider grade level advancement. ([EI Legal](#))

Grading Periods

The grading schedule consists of four nine-week grading periods for both elementary and secondary campuses.

Grading

Grading Philosophy

- All grading practices should be used to promote learning, achievement and academic growth in a climate of encouragement and high expectations.
- All learning experiences, written assignments, and assessments should be designed to provide challenge, growth, feedback for improvement, and opportunities to correct mistakes.
- Clear and timely communication with parents regarding student progress is essential in all schools.
- Grades should be seen as a tool to foster academic growth, not a means of punishment.
- All Hutto ISD campuses should have school-wide intervention plans in place to assist students who are not passing all subjects or classes at the earliest sign of need.

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Confidentiality Statement Regarding Student Grades

Although teachers may choose to involve students and/or others in certain appropriate monitoring tasks (e.g. checking if homework has been turned in), the responsibility for grading student classwork and homework is bestowed solely upon the professional staff of the school. ([FERPA](#)).

Information pertaining to student performance—including grades, test results, and disciplinary records—are confidential educational records.

Grading Guidelines

1. Grading practices and procedures used by teachers to calculate grades must be in writing and shared with students and parents upon entry to the class.
2. All grading practices must align with school board policies as well as campus handbook and addendum requirements.
3. Teacher grade books are auditable documents and are maintained digitally by network services. Teachers are to maintain students' grades and progress on the District's electronic grade book program.
4. Teachers will update grades weekly with Principals determining the day of the week grade updates are due. **Weekly grades must be updated by following Friday the work was due or by the conclusion of the grading period.** Exceptions to this timeline may be made for major projects or research papers with approval from campus administration.
5. Reporting period grades (report card) may be changed after printing when the grade issued by the teacher is arbitrary, is not consistent with district grading policy or guidelines (which also includes clearing a grade of an incomplete or replacing a grade).
6. In order to allow students every possible opportunity for demonstrating mastery of the curriculum for the grading period, teachers will continue to provide new assignments for a grade until at least three days prior to the end of the grading period.
7. The Learning Management System (LMS) is not the official gradebook. Official grades will be recorded in the Skyward Gradebook and can consist of grades included in the LMS.
8. All grades recorded are to be the actual grade the student earned. There is no minimum grade. ([EIA Legal & SB 2033](#))
9. Zero vs. Missing: In order to maintain accurate records, teachers will only use a “zero” for assignments which the students turned in and earned the grade of zero. Teachers will use the “*” classification for assignments not turned in by a student. **Note that an asterisk (*) does not calculate to a zero in skyward.** To have a missing grade calculate as a zero, the teacher will need to go back into skyward and manually enter the grade of “zero” Students missing several assignments may be in need of an intervention as required by [MTSS](#) (academic and behavioral interventions).
10. Students are not to receive an academic grade or bonus points for any non-academic activity. In addition, students are not to be penalized academically for not bringing in classroom supplies, or failure to arrive on time to class.
11. Students qualifying for special education services must be graded using all modifications and accommodations as specified in the student's IEP.
12. Teachers are encouraged to provide written feedback on graded assignments regarding how a student can improve their academic performance.
13. Student grades are to be held to the confidentiality requirements outlined in the Family Educational Rights and Privacy Act (FERPA) and the Hutto ISD Information Policy. Grades cannot be posted publicly, even by student ID number.

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Grading in Special Programs

Dual Language and English as a Second Language (ESL) Programs

It is the expectation in Hutto ISD that teachers provide Emergent Bilingual Learners (EBs) with appropriate, accelerated instruction to meet EBs individualized language needs. In evaluating the progress of Emergent Bilingual Learner (EB) students, teachers must recognize the critical processes and features of second language acquisition, including cognitive, affective, and linguistic. Teachers must provide students with appropriate instruction to enable EB students to meet grade level expectations as in accordance with each student's level of proficiency in English.

EB students' grades need to reflect their linguistic and instructional accommodations determined by the Language Proficiency Assessment Committee (LPAC). EB students should not have failing grades due to their inability to speak, read, comprehend, or write in English. Teachers should be aware of their students' individual levels of English language proficiency and appropriate accommodations. EB students are not exempt from grades and should receive a grade based on the state's TEKS in all subjects for each grading period.

Dual Language Program

As with all students, those in the dual language program will also be expected to master the Texas Essential Knowledge and Skills (TEKS) appropriate for their grade level.

Students participating in the dual language program will receive a language arts grade based on student work and assessments in both of the languages of classroom instruction, specifically: 50% English and 50% Spanish. It is the expectation that teachers input an equal amount of grades for each language per grading period. The language allocation per subject is indicated in the chart below:

Grade Level	Language and Grading Allocation (Spanish/English)	Program	Language of Instruction
PK	90/10	1-way (Only students identified as English learners)	Spanish Math/ELAR/Science/Literacy Centers/ Social Studies/SLAR/Literacy Centers
Kinder-5th	50/50	2-way (English learners and "opt-in" students desiring to learn Spanish)	English Math/ELAR/Science/Literacy Centers Spanish Social Studies/ SLAR/Literacy Centers

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Gifted & Talented Program

Students participating in the Hutto ISD Gifted and Talented program must be provided with assignments that involve more depth and complexity of thought, not just an assignment with additional work or more assignments at the same level of peers. For more information about Hutto ISD's Gifted & Talented and Advanced Academic Services please visit <https://www.hipponation.org/gt>

Special Education Program

Students who receive special education services are expected to follow the TEKS as the basis for their educational program. The Admission, Review, and Dismissal Committee (ARD) may recommend changes in standard curricular expectations, content modifications, accommodations, and grading guidelines. Any variations in the District grading procedures should be related to the student's specific disability, shall be determined by the ARD committee, and included in the student's individual education plan (IEP).

Teachers shall provide all modifications and accommodations outlined in a student's IEP. Grades for students served through special education must be based upon performance that demonstrates mastery of the TEKS through the use of ARD recommended accommodations and/or modifications. Special education students' grades may be reported by the general education teacher, special education teacher, and/or a combination of both teachers as determined by the ARD. Joint or dual grading is an option that must be stated and followed per the student's IEP.

504

Teachers shall provide all accommodations outlined in a student's 504 Plan. Accommodations provided are to be documented in the grade book in order to reflect that the grade was achieved through the use of an accommodation.

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Grading Symbols

Pre Kindergarten: The Hutto ISD grading rubric for Pre-K should reflect the Pre-K guidelines.

Prekindergarten - Academic Grading Scale

Symbol	Hutto ISD Standard
4	Goes beyond the targeted Pre-K expectation
3	Demonstrates the outcome consistently and independently
2	Demonstrates the outcome with teacher assistance and support from peers
1	Does not demonstrate the targeted expectation

Grades K-2: In grades K-2 Hutto ISD uses a standards-based grading system that evaluates students' progress towards mastering specific learning targets aligned to the Texas Essential Knowledge and Skills (TEKS).

Kindergarten - Grade 2 Academic Grading Scale

Symbol	Hutto ISD Standard
4	Demonstrates mastery of skills for grade level
3	Demonstrates adequate progress
2	Making minimal progress
1	Does not demonstrate skill
*NE	Not Evaluated

Grades 3-12 Academic Grading Scale

Symbol	Hutto ISD Standard
A	Grades from 90 to 100
B	Grades from 80 to 89
C	Grades from 70 to 79
F (Failing)	Grades 69 and below
NG	No grade: If a student has not been enrolled in school for a sufficient length of time or due to other extenuating circumstances
P/F	Passing/ Fail Auditing, Credit Recovery
I	Incomplete

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Note: Students are not to receive an Incomplete in the last grading period of the school year

Elementary Grades K-5 Enrichment Grading Scale

Specials

E	Excellent	Achievement Indicates mastery of grade-level content above that normally expected of a student at the same instructional level
S	Satisfactory	Achievement Indicates mastery of grade-level content normally expected for the student's instructional level
N	Needs Improvement	Achievement indicates that the student does not yet meet expectations for mastery of grade-level content in one or more areas. (The teacher must include a comment that best describes the area of concern.) -More Development Needed
U	Unsatisfactory	Achievement Indicates failure to perform at the expected instructional level. (The teacher must include a comment that best describes the area of concern.)

Types of Assignments/Grades

Hutto ISD report cards (Grades K-12) are to reflect each student's individual growth and acquisition of the TEKS through the following types of assignments and assessments:

- **Homework**-Daily assignments completed outside of the instructional time (**may not be counted for a grade in elementary school**).
- **Daily Assignments**-Anything completed inside of the instructional period. Including, but not limited to: Lesson Activities, Formative Assessments, Journal Entries/Reflections, Warm Ups, STAAR/EOC Prep, Labs, Notes, Skill Demonstrations, Station Work, Small Group Work, and others as approved by campus administration.
- **Assessments**-Formative Assessments, Summative Assessments, Projects, Labs, Performances/Participation, Research Papers, Notebooks, Essay, others as approved by campus administration.
- **Semester Exams**: Semester exams/culminating activities will be given at the end of each semester in December and May. Semester exams count as 15% of total grade in grades 6-12 for high school credit courses only. Students who fail the semester exam cannot retake the exam.

Universal Screeners and running records are not to be taken for a grade.

Grades reflect mastery of content and should not be recorded on skills that have not been previously taught/introduced. ELA/SLA must reflect these four components- reading, writing, spelling, and grammar.

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Homework

The purpose of homework is to promote high-quality student learning and achievement. Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning, reinforce TEKS taught in the classroom, and provide practice in specific skills. Homework is to be reviewed by teachers to assess students' skills and knowledge in order to inform instruction. The district provides homework parameters for the campuses based on current research and allows each campus to develop and provide in writing to the parents a Campus Homework Policy that is consistent with current research. When assigning homework, teachers will ensure that students are provided with sufficient information and direction to complete the homework assignment independently, and that the assignment is not excessive for its intended purpose. In addition, homework is not to be assigned as a discipline consequence. Homework is not counted for a grade in elementary school. Secondary teachers of grades 6-12 may include homework assignments towards daily assignment grades.

Interim Assessments

Interim assessments are administered towards the end of each grading period to students beginning in grade 3 to measure students' acquisition of content area knowledge and skills and guide future instruction.

Grade Calculations

Elementary Grading Percentages

(K-2nd)

Teachers of grades K-2 use standards-based report cards. While K-2 teachers do not enter numerical grades in Skyward throughout the nine weeks, they are expected to grade and assess student work. K-2 teachers use a locally-determined system for maintaining documentation and justification of the 1-4 score given to individual students at the end of the nine weeks.

K-2 teachers should use a variety of formative and summative assessments along with observational data to determine a student's progress as indicated by the K-2 grading scale.

(3rd-5th)

For grades 3-12, each grading period's final grade includes an average of the following: the daily assignments, formative assessments, and a minimum of two summative assessments. Project grades may also be included. All daily and test grades are averaged together equally for a nine weeks average.

Secondary Grading Percentages:

All daily and test grades are averaged together for a nine weeks average. Each nine weeks grade is added and divided by 2. The average is then multiplied by 85% and the total is then added to the student's semester/final exam grade multiplied by 15%.The yearly grade is calculated by adding the two semester grades together and dividing by two.

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Example:

1st nine weeks: 90	4th nine weeks: 81
2nd nine weeks: 83	5th nine weeks: 89
Semester Exam: 87	Final Exam: 85
$90+83 = 173$	$81+89 = 170$
$173/2 = 86.5$	$170/2 = 85$
$86.5 \times 85\% = 73.53$	$85 \times 85\% = 72.25$
$87 \times 15\% = 13.05$	$85 \times 15\% = 12.75$
1st Semester Average = 87	2nd Semester Average = 85
Final year average: $(87+85)/2 = 86$	

Each department has an agreed upon weight of percentages per nine weeks. Below are each department's breakdown of how the nine weeks grades are calculated. If the course includes a final or semester exam, that grade will be 15% of the semester grade.

Hutto ISD Middle School Grading Percentages

All Courses (except PE)

- Homework/Daily: 60%
- Assessments: 40%

PE:

- Participation: 80%
- Daily/Skills: 20%

Elective Courses for High School Credit **taken in middle school that count for High School Credit**

- 50% Homework/Daily
- 50% Assessment

All Honors Courses (Advanced)

- Homework/Daily: 40%
- Assessments: 60%

Core Courses taken in middle school that count for High School Credit

- Homework/Daily: 40%
- Assessments: 60%

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Hutto ISD High School Grading Percentages

All Courses (except PE, Honor/AP)

- Homework/Daily: 50%
- Assessments: 50%

Honors/AP

- Homework/Daily: 40%
- Assessments: 60%

PE:

- Participation: 80%
- Daily/Skills: 20%

Grade Conversions for Student Transfers from Out of District

Transfer Grade	HISD Grade	Transfer Grade	HISD Grade	Transfer Grade	HISD Grade
A+	98	A	95	A-	92
B+	88	B	85	B-	82
C+	79	C	77	C-	75
D+	74	D	72	D-	70
F	60	0	0		

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Minimum Number of Grades to be Taken

A minimum number of daily and assessment grades will be established for the calculation of each grading period. Individual daily grades or assessment grades should not be recorded multiple times to meet the required minimum number of grades to be taken. Minimum number of grades to be recorded per grading period:

Elementary (Grades 3-5):

Teachers are expected to record a minimum of one grade per week at the elementary level (3-5) for each **content area**. The first week of school, district-wide assessments, and state testing weeks are allowable exceptions to be determined by campus administrators.

Science and Social Studies: 9 grades minimum (with at least one per week)

Math: 9 grades minimum (with at least one grade per week)

Reading/Language Arts/Spelling: 9 grades minimum (with at least one per week). Spelling should make up no more than 10% of the final grade

Secondary (Grades 6-12):

All subjects: A minimum of 10 daily and 2 major grades per nine weeks for **each content area**. The first week of school, district-wide assessments, and state testing weeks are allowable exceptions.

The grade minimum requirements do not apply to students enrolled in dual credit courses, which are governed by the cooperating institution of higher education.

Course Credit

A student in grades 6-12 enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Opportunities to Improve Performance

Intervention for Students Who are Failing

- Each campus will develop school-wide plans of intervention for students who are not showing academic success at the earliest sign of need.
- Campuses should have intervention plans that include the teaching of responsibility and organization skills for students who are failing because of not turning in assignments or for habitual late work.
- Parent conferences and/or documented phone conferences should be held by the teacher of record, when a student's academic progress (grade) falls 10 or more points within a three-week period or at the end of each grading period that results in the student failing the grading period and/or course.

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Reteaching

All students will be given re-teaching opportunities at the earliest sign of need. Re-teaching can be done in a variety of ways during class time or through tutorial times arranged at the discretion of the teacher.

Reteaching shall be defined as another presentation of content, usually to provide an additional opportunity for a student to learn. If the student still does not understand the concept, the teacher might use different materials or modalities to present the concept again.

If instructional efforts are unsuccessful, further diagnosis of a student's needs using universal screeners and student performance data over time may be needed to intervene through the Response to Intervention (RtI) Process.

The teacher will provide reteaching and retesting during class time if 20% or more students in a class fail to demonstrate mastery of the TEKS on a summative assessment (below 70).

Re-testing or Redoing Failed Assessments

Elementary: The student may be required to correct or rework unsatisfactory assignments. The grade earned may replace the original grade.

Middle School: Students will be given the opportunity to reteach and retest with the higher of the two grades being recorded. For students who score between 70-89, a retest can be provided at teacher discretion.

High School: If below 70, students have the opportunity to retest if the student meets requirements to a maximum score 70. The highest of the two attempts will be recorded up to a maximum of 70.

Reteaching to ensure that students master the material may include but shall not be limited to the following ([EIA Local](#)):

1. The teacher may require the student to attend a tutorial program or remedial classes. Co-curricular or extracurricular activities shall not interfere with the requirement to attend these activities. Collaboration and cooperation between teachers and sponsors should be in the best interests of the student.
2. The teacher should work with small groups during class time while other students work independently.
3. If the above conditions are met, the student may retest within one week of receiving the initial grade.

Senate Bill 2033 states that a district's grading policy "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." Students receiving a failing grade will be required (at minimum) to meet with the teacher regarding performance and to discuss recommendations for remediation within one calendar week of the failing grade, or at the end of the grading period, whichever is sooner.

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At this time, the teacher will provide the student a reasonable opportunity to redo a class assignment or examination in accordance with the district approved campus grading policy. Major examinations and projects should be completed no later than five days prior to the end of the nine weeks, thus allowing students a reasonable opportunity to redo or make up failing assignments.

Retesting-Academic Courses and HONORS/AP Courses

Retesting: Honors/AP courses do allow for retesting. Students are expected to be prepared for every test. However, if a student scores less than a 70 on a major or minor assessment, the student must complete all of the following actions before they can retest:

- Must attend tutoring prior to retest for reteach
- Must complete all missing homework/daily assignments prior to retest
- Must correct the original test prior to retest

After a student has satisfactorily completed these actions, they may retest prior to the next assessment administration within one week of the initial grade being received. The highest of the two test attempts will be recorded up to a maximum of 70. Semester final exams are not subject to retesting.

Recovery of Daily Assignments/Homework-Academic Courses and HONORS/AP Courses

If a student has originally submitted a “Good faith effort” attempt at an assignment, students will be given 3 school days for academic courses and 1 school day for HONORS/AP courses from the time grades are posted on Family/Student Access to recover a daily/homework failing grade (69 or below).

Recovery assignment grades will be awarded according to individual course criteria. The teachers shall choose one of the following methods for the student to demonstrate mastery:

- Providing an alternative assignment
- Allowing for corrections to the assignment
- Allowing the student to redo the original assignment

It is the responsibility of the teacher to communicate their recovery methods to the student and parent through their course syllabus, which can be shared through the teacher’s Canvas course, website, email, or direct communication. Teachers will update grades weekly with Principals determining the day of the week grade updates are due. **Weekly grades must be updated by following Friday the work was due or by the conclusion of the grading period.** It is the student’s responsibility to seek the opportunity to recover upon notification of a failing grade. And it is the responsibility of the teacher to ensure that grades are updated per campus policy. Failing grades not recovered within the 3 days will be recorded as the final grade earned.

Make-Up Work for Absences

Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time, unless prior approval is given by the principal or designee. Students will be given one day to make up work for each day they are absent (excused or unexcused), with exceptions made due to severe or prolonged illness. Students will not receive a grade penalty for makeup work from an absence due to suspension. Students will not receive credit for makeup work when the absence is due to truancy, instead, students will receive a “missing” for the assignment. Zeroes cannot be assigned until the campus intervention plan and/or late work policies have been utilized.

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Late Work

Late Work Policy - Academic Courses

An assignment is considered late if it is not submitted on the due date. A maximum score of 70 can be earned on a late assignment if it is received within three school days after the original due date and has been completed with a good faith attempt and is 100% complete.

Students not turning in work within the 3-day period may be assigned additional interventions to include, recovery labs, tutoring, etc. Work completed at this time will receive a grade no higher than 70.

When a student submits an assignment late, the student has forfeited the opportunity to redo the assignment. Students who have an excused absence on the day an assignment/assessment is due or administered must turn in the assignment or complete the assessment on the day they return.

Late work will not be accepted in AP/Honors courses.

AP Drop/Removal Policy

If a student fails to meet the previously listed requirements, the student will receive Academic Supervision for the next nine weeks. The terms of Academic Supervision are as follows:

- A campus committee will meet to determine the best academic plan for the student. This committee shall consist of the student, parent, teacher, counselor, and/or administrator. The committee should encourage the student to fulfill their original goal of successfully completing the AP course and create a detailed plan that will help them be successful in completion of the course.
- A period of time will be determined by the committee and the members will meet again after that time frame to discuss other options available to the student if they still wish to drop the course at the end of the 9 weeks.
- The students will be required to earn a minimum grade of 70 for the subsequent nine weeks

Students who fail to meet AP/Honors requirements for two nine weeks (nine weeks do not have to be consecutive) or the first nine weeks for semester courses, will be transferred to an on-level course. Students who require Academic Supervision more than once during an academic year will also be transferred to an on-level course.

- If the student moves from an upper level course to a lower level course during the semester, they are not eligible to earn weighted points for that semester. A student is allowed to move from an AP course to an Academic level course at the semester. In this case, the student would receive weighted points only for the semester they were enrolled in the AP course.

Incomplete Grades

Incomplete grades (defined as final averages for established grading periods) must be finalized within two weeks of the end of the grading period in which the student received the incomplete. After that time, students will receive a zero for all missed work, except in extenuating circumstances approved by the building principal. NOTE: A Hutto ISD student shall not be given the option to choose to fail by not completing work or turning in assignments.

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In the event a student requires an Incomplete (I) grade, it is the expectation that all possible interventions will be done to assist students struggling with these expectations. Campus policy should reflect a specific process for identifying and supporting these students per RTI (see page 11). Parents/guardians should be a part of this process.

Academic Integrity Statement

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.

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. Incidents of academic dishonesty may result in a disciplinary referral, parental contact, and a penalty of a zero on the assignment/test/project ([EIA Local](#)). Further consequences might include removal from academic organizations including, but not limited to, National Honor Society.

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Plagiarism includes but is not limited to:

- taking someone else's assignment or portion of an assignment and submitting it as one's own
- submitting material written by someone else or rephrasing the ideas of another without giving the author's name or source
- presenting the work of tutors, parents, siblings, or friends as one's own
- AI-assisted plagiarism** (see section below)

Cheating includes but is not limited to:

- in any way duplicating assignments which are turned in, wholly or in part, as original work
- exchanging and/or providing assignments with/to other students, either handwritten or computer generated, whether it is believed they will be copied or not
- giving or receiving answers during tests or quizzes (It is the student's responsibility to secure his or her papers so other students will not have the opportunity or the temptation to copy.)
- accessing a test or quiz for the purpose of determining the questions in advance of its administration
- submitting school related assignments which include but not limited to; in-class and homework, projects, tests, quizzes, reports, essays, etc) wholly or in part, as original work using A-I assisted technology** (see section below)

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Generative AI Tools:

- Teachers should communicate clearly with students about the allowed use of AI tools on specific assignments. If it is not explicitly stated that an AI tool may be used, the use of AI on the assignment (in-class and homework, projects, tests, quizzes, reports, essays, etc.) wholly or in part as the student's original work is prohibited and will be counted as cheating. The student will receive the same consequences for displaying academic dishonesty.

Reporting

Progress Reporting

Grade reports (report cards) shall be issued every 9 weeks at all campuses. Interim progress reports shall be issued for all students at least once every 4 weeks, 3-12 only). Additional progress reports may be issued at the teacher's discretion. ([EIA Legal](#)/[Local](#))

If a student is failing a course at any 4-week mark, teachers should initiate contact within 72 hours to alert the parent. Email and interim progress reports alone are insufficient unless the parent has indicated that is the preferred method. Follow up should be done as needed to try and ensure student success.

In addition, any time a student's grades fall below 75% in an academic subject, the teacher must send an electronic progress report home weekly. Teachers are highly encouraged to have personal communication with the student's parent/guardian, preferably in the form of a parent/teacher conference. This communication must be documented and maintained by the teacher. ([EIA Local](#))

Special Program Reporting

Progress reporting for students with IEPs, 504s, and ELL Accommodations must be issued at the same frequency as general education students. For students in special programs such as Bilingual/ESL, 504, GT, Dyslexia, or Special Education whose grades fall below 70, a meeting with the appropriate committee (ARDC, LPAC, 504) shall be called to discuss the student's progress and to create an individual plan and/or make necessary adjustments to the student's current plan to help the student be successful.

Family Access

Hutto ISD provides parents with a means of staying up-to-date on their child's progress, the Hutto ISD Family Access. Family Access is a secure website that gives parents the opportunity to check grades, monitor attendance, and email teachers. Since teachers are required to update student grades weekly, parents always have an updated picture of their child's academic progress. Teachers will update grades weekly with Principals determining the day of the week grade updates are due.

Parent Communication

The Hutto Independent School District strongly values a parent/guardian's role in a child's education. It is through communication that teachers can help parents stay involved. In addition, ongoing communication helps parents stay informed about their child's academic progress. Parent contact or attempt to contact parents by phone, conference, or e-mail should be kept on file by the teacher. Records should include the date, student name, parent name, phone number, and notes concerning the contents and results of the conversation. For more information, contact your campus administrator.

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Conferences

Parent-teacher conferences give teachers the opportunity to discuss student progress with parents and allow parents to ask questions about their child's learning. While this takes some time and effort, research is clear on the importance of parental involvement to student success. A parent can request a conference at any time.

Conference forms are to be used and signed by both the parent and teacher. The parent is to be provided a copy of the conference form and the teacher is to keep the original on record. ([EIA Local](#))

The conference should include the following discussion points:

- Review of grades
- Review of assessment data, explanation of the student's results, and student standing (below, at, or above grade level)
- Review of goals for the student (parent and teacher)
- Recommendations for helping the student at home
- Parent questions
- Attendance
- Tardies
- Discipline

If a student is working below grade level, the following should also be addressed:

- Reading universal screener expectations at mid-year and end-of year. Show parents samples of the required reading selections, the student's current level, and discuss the student's areas of difficulty.
- Math universal screeners, CBAs, etc.
- RTI Process

Elementary Conferences

Fall conferences: At the end of the first 9 weeks, teachers are required to offer parents the opportunity for a conference. Every effort should be made to get the parent to attend the conference.

Spring conferences: In the spring, teachers are required to conference with the parents of students in danger of failing a content area or being retained in February of each year. This gives parents a clear picture of their child's current academic status, as well as an opportunity to work with the school to try to get the student on grade level.

Extracurricular Activities, Clubs, and Organizations

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

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However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

Promotion and Retention

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course. It shall be coordinated with compensatory/accelerated services. ([EIE Local](#))

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. ([Education Code 28.021\(a\)](#)) In determining promotion, the District shall consider:

- The recommendation of the student's teacher;
- The student's grade in each subject or course;
- The student's score on an assessment instrument administered under Education Code [39.023\(a\)](#), (b), or (l); and
- Any other necessary academic information, as determined by the District. Education Code [28.021\(c\)](#)

Standards for Mastery/Promotion

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows ([EIE Local](#)):

- Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final examinations or may be administered separately. Mastery of at least 70 percent of the TEKS shall be required.

Kindergarten

The State of Texas allows individual districts the discretion to establish a policy for retaining students in kindergarten (19 TAC §75.195(j), 1992 Supplement). In Hutto ISD, retention policy begins in the first grade. If a campus feels that retention would benefit a student in kindergarten, parental approval must be acquired and documented. If a parent disagrees with retention, the campus is to place that student in first grade and put a grade placement plan in place to help ensure the student is receiving the interventions necessary to be successful.

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Grade 1-2

Mastery of the curriculum in grade 1-2 shall be based on the student's progress in the subject areas of English Language Arts and mathematics. In addition to satisfactory performance in these areas, the teacher shall determine that the student has mastered the skills necessary for success at the next level of instruction. (EIE Local)

Grades 3-5

In grades 3-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on 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: Language Arts, mathematics, science, and social studies. (EIE Local)

Grades 6-8

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on 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: Language Arts, mathematics, science, and social studies. ([EIE Local](#))

Students with Disabilities

The ARD committee shall determine promotion standards, appropriate assessment, and acceleration options, as established by individualized education programs (IEP) or grade-level classification of students eligible for special education services.

Limited English Proficient Students

In assessing students of limited English proficiency for mastery of the essential knowledge and skills, teachers shall be flexible in determining methods to allow students to demonstrate the knowledge or competency independent of their English language skills in the following ways:

- Assessment in the primary language when feasible.
- Assessment using ESL methodologies.
- Assessment with multiple varied instruments
- Assessment with linguistic accommodations

Retention

The process of retaining students ([EIE Legal](#) and [EIE Local](#)) to provide them with an extra year of instruction so they are better prepared before entering the next grade level is considered a last resort option, after other efforts have failed to adequately prepare a student to advance to the next grade level. Most studies have found that retention is associated with lower academic self-concept, lower levels of self-esteem, lower-quality peer relationships, and more negative attitudes toward school. Students for whom retention is a consideration must have been receiving documented interventions with progress monitoring prior to the recommendation for retention. Additionally, teachers must conference with the parents of students in danger of failing a content area or being retained in February of each year. This gives parents a clear picture of their child's current academic status, as well as an opportunity to work with the school to try to get the student on grade level.

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Promotion/Retention Forms

[The Hutto ISD Promotion/Retention Forms](#) are designed to review student data and other pertinent student achievement information. Campuses are to use these forms in determining whether a student is promoted or retained in a particular grade level. Upon review of a student's promotion/retention/ placement criteria, the campus shall refer to the standards for mastery/promotion set forth in this document. Each decision is to be made on a case-by-case basis.

Grade Retention Plan

The [Hutto ISD Retention Plan](#) is an action plan to be completed each time a campus decides to retain a student. This form not only documents the reason for the retention, but it also provides a framework for campuses to create an individualized plan of action for the following school year geared to help the student be successful.

Accelerated Instruction

HB 1416 establishes new requirements for accelerated instruction for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR®).

For any student who does not pass the STAAR test in grade 3, 5, or 8 in math or reading, an accelerated learning committee is established to develop an individual educational plan for the student and monitor progress.

For any student who does not pass the STAAR test in grades 3-8 or STAAR (EOC) end-of-course assessments, accelerated instruction must include either:

- Being assigned a classroom teacher who is a certified master, exemplary, or recognized teacher or
- Receiving supplemental instruction (tutoring) before or after school, or embedded in the school day

Student acceleration plans and progress monitoring are documented in Frontline RtI/MTSS.