Duncanville ISD

Grades PK-12

2025-2026

Grading Guidelines

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Introduction

This document is intended to define the philosophy, purpose and procedures behind the grading practices adopted by Duncanville ISD for the core content areas (English, math, science, social studies, and world languages). Additionally guidance is provided for grading in elective courses. As you read this document, focus on the common understanding that grades should only convey what a student knows and what a student is able to demonstrate as related to the academic standards. Grades are for the purpose of providing students and parents with meaningful feedback on student learning and with documentation of academic progress. Additionally, grading and academic progress also inform instructional decisions to support student achievement. "Parent" includes a guardian, conservator, or other person having lawful control of a student.

Beliefs and Practices

As educators in Duncanville ISD, we are committed to grading practices that support the learning process, that encourage student success, and that accurately reflect students' progress toward mastery of the state standards, the Texas Essential Knowledge and Skills (TEKS). Our beliefs about learning and grading practices are grounded in the following statements:

- All students can learn.
- Students learn in different ways.
- Students learn in different time frames.
- Errors are inherent to the learning process.
- Assessment is a process for providing feedback that influences learning.
- Grades should accurately reflect mastery of the standards (TEKS and AP standards).

As evidence of the district commitment to these beliefs, the following grading and assessment practices were implemented in the 2017-18 academic year. These remain district expectations for the 2025-2026 school year.

- All assignments and assessments are aligned to learning standards.
- All student grades are reflective of student learning.
- Expectations for student learning should not be compromised by failure to meet deadlines. If a student misses a deadline, the student is still expected to master the content.
- Students are expected to complete all assignments on time and in their entirety.

Grade Reporting

The District shall determine instructional objectives that align to the Texas Essential Knowledge and Skills for grade level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses. *Reduction or threat of reduction of grades or academic standing for disciplinary purposes shall not be used.*

Academic Honesty

Students 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. Academic dishonesty on state assessments could result in a more serious disciplinary action which will include but is not limited to a non-scoring of the exam and the need to assess at a later date.

Guidelines for Minimum Number of Grades

A sufficient number of grades shall be taken to accurately reflect the progress of each student. These grades could be given from among the following areas: tests, quizzes, graded homework, standards-based in- class participation, class work/assignments and performance grades.During each grading period, the following minimum number of grades need to be taken.

PreKindergarten and Kindergarten:

PreKindergarten (PreK) grades are based on the Texas Prekindergarten Guidelines, and reported every nine week period on the District Pre-K Progress Report. Kindergarten grades are based on mastery of the Texas Essential Knowledge and Skills (TEKS).

Grade 1:

- In grade 1, all grades will be averaged and constitute the grading period. During each grading period: a minimum of two grades per week shall be taken in: mathematics, science and social studies. During each grading period one grade per week shall be taken in reading, and one grade per week shall be taken in writing. A minimum of one grade per week shall be taken in specials' classes.
- District level assessments will not count as a formative grade and will be used to inform instruction.

Grades 2-5:

- In grades 2-5, there shall be a minimum of two grades per week of the grading period in mathematics, science, and social studies. During each grading period one grade per week shall be taken in reading, and one grade per week shall be taken in writing. A minimum of one grade per week shall be taken in specials' classes.
- District level assessments will not count as a formative grade and will be used to inform instruction.
- Three summative assessment grades shall be included in the total number of grades for each core area.
- For 2nd, 3rd, 4th and 5th grade Dual Language: Reading, writing, science and social studies will be assessed in Spanish. Math will be assessed in English. Special circumstances may apply to Newcomers; contact the Language Acquisition department for guidance.

  Note: ***During STAAR testing weeks, STAAR tested content areas will only receive one grade during the testing week. ie. 3rd grade math classes will only receive one grade during 3rd grade math testing week.***

Grades 6-12:

- In grades 6-12, teachers shall take a minimum of two formative assessment grades per week per grading period in all subjects.
- Two summative assessment grades shall be included per grading period.
- On weeks when a summative assessment is given, it will replace one of the formative assessments grades that week.
- District level assessments will count as a summative grade, with grades scaled, according to the grading scale below.

  Note: ***During STAAR EOC, PSAT, and SAT testing weeks, tested content areas and/or grade levels will only receive one formative grade during the testing week.***

Guidelines for Minimum Number of Grades per Course

	Minimum Grades per Week	Minimum Summative Grades per Grading Period
PreK & Kinder	2 weekly assignments per subject area	No summative grades
Grade 1	Mathematics: 2 per week Science: 2 per week Social Studies: 2 per week Reading: 1 per week Writing: 1 per week Specials: 1 per week	No summative grades
Grades 2-5 Core Content	Mathematics: 2 per week Science: 2 per week Social Studies: 2 per week Reading: 1 per week Writing: 1 per week ***Dual Language:** • Spanish Grammar/Composition/LA (1 grade per week) • English Grammar/Composition/LA (1 grade per week) • Reading (1 grade per week-corresponding to the language in the pacing guide)	2 summative grades in core content
Grades 2-5 Specials	1 per week (specials)	1 summative grade (specials)
Grades 6 - 12	2 per week (all subjects)	2 summative grades

Grading Categories and Weighting

Formative Assessments		Summative Assessments
PreK - 5	No weighting of grades	
Grades 6 - 12	Formative 60%	40% Summative
Dual Credit	*See Dual-Credit Course Syllabus*	

Formative Assessments (Examples)	Summative Assessments (Examples)
Rubric-based observations, class discussions, lesson practice, initial drafts, progress towards a final product, components of performance assessments, independent practice, daily work, etc.	Final drafts, quizzes, tests, exams, projects, performances, district assessments*, essays, presentations, portfolio, etc.

Grading Components

Formative and Summative Assessments

All grades will be based on either formative or summative assessments.

Definition of Formative Assessment:

Assessments are designed to provide direction for improvement and/or adjustment of teaching and learning activities for individual students or for a whole class (Assessments FOR Learning) (Adapted from O'Connor, 2011, p. 107).

Examples of Formative Assessments:

- teacher observations
- class discussions
- lesson practice
- initial drafts/attempts
- independent practice, daily work
- progress checks leading towards a final product
- project components of performance assessments

Definition of Summative Assessment:

Assessments are designed to provide information to be used in making judgments about student achievement at the end of a sequence of instruction. (Assessment OF Learning) (Adapted from O'Connor, 2011, p. 107).

Examples of Summative Assessments:

- final draft attempts
- quizzes
- tests
- exams
- projects
- performances
- constructed responses
- essays
- presentations
- portfolio

The key is to think of summative assessment as the final game/performance and formative assessment as the practice/rehearsal.

When assigning items that contain a high level of subjectivity for grading (i.e. essays, projects, oral presentations, etc.), teachers will need to develop and share grading rubrics to provide to the students at the time the assignment is given.

Grading Guidelines

Teachers will assign a grade that reflects the student's relative mastery of an assignment.

Every teacher must keep a record of grades and must submit grade information to the principal according to established deadlines for each grading period. Records of grades must be available for the principal and/or his/her designee's review and must be turned in to the principal for filing at the end of the semester and/or school year. Teachers must carefully label each line of grades so that anyone who examines the record can easily determine how the grades were computed. Teachers may keep a printed copy of the computer grade report as a copy of the student's grades. No grade over 100 may be recorded on the report card or on the academic achievement record.

Grades cannot be lowered for non-academic reasons including, but not limited to the following: no name on paper, no header on paper, date missing, etc.

Numerical grades earned indicate the following levels of achievement for Pre-K:

New PK Report Card	Previous Report Card Key	Numerical value
Approaches (1)	Improvement Required (I)	Below 70%
Meets (2)	Satisfactory (S)	70%-89%
Masters (3)	Excellent (E)	90%-100%

Numerical grades earned indicate the following levels of achievement for Kindergarten:

Kindergarten Report Card	Numerical value
Exceeds Standards (ES)	90% to 100%
Mastered Standards (MS)	80% to 89%
Approaching Standards (AS)	70% to 79%
Insufficient Progress (IP)	Below 70%
Not Introduced (NI)	

Numerical grades earned indicate the following levels of achievement for Grades 1-5:

Letter Grade/Grade Range	Level of Achievement
A - 90-100	Excellent
B - 80-89	Good
C - 70-79	Satisfactory
F - Below 70	Failing

E, S, N, U Grade Mark Equivalents for grades in Physical education, music, and art grades:

Letter Grade/Grade Range	Level of Achievement
E - 90-100	Excellent
S - 75-89	Satisfactory
N - 70-74	Needs Improvement
U - Below 70	Unsatisfactory

Transfer Grades

When a student transfers to Duncanville ISD with letter grades on their academic achievement record, the grades shall be converted to numerical grades using the chart provided below. Pass or fail courses graded on a binary grading system will not receive a numerical value for high school courses. International Grade Conversions can be found in the Foreign Transcripts guide provided by the Region 10 Service Center.

Letter Grade	Number Grade
A+	98
A	95
A-	92
B+	88
B	85
B-	82
C+	78
C	75
C-	72
D+	70
D	70
D-	70
F	65

PK and Kindergarten:

The academic achievement and conduct of pre-kindergarten and kindergarten students shall be filed in each student's permanent school record.

Grades 1-5:

The academic achievement of students in grade levels 1-5, in all subjects, shall be recorded and reported to parents as numerical grades. Conduct grades and the number of absences and tardies shall be recorded and reported to parents at the end of each grading period. Physical education/health, music, and art grades will be reported as letter grades (E, S, N, U).

Grades 6-12:

The academic achievement of students in grades 6-12, in all subjects, shall be recorded and reported to parents as numerical grades. Conduct grades and the number of absences and tardies shall be recorded and reported to parents at the end of each grading period. *Academic achievement shall never be changed because of marks in conduct.*

Transfer Grades for Students without Grades for Portions of the School Year (Grades 1-8)

- Campus designee will follow the procedures outlined in the Grading Guidance document.
- Campus designee should be a counselor, clerk or assistant principal as determined by the principal.
- Middle school students taking high school credit courses will have to enroll in credit recovery or repeat the course in order to earn credit for the course.

Dual-Credit:

Regular academic policies applicable to courses taught at the college's main campus must also apply to dual-credit courses. These policies include the appeal process for disputed grades, drop policy, the communication of grading policy to students, and the distribution of a syllabus comparable to that utilized on the college campus. Instructors of dual-credit courses should be given the opportunity to award high school only or dual credit depending upon student performance. Students in dual-credit courses may withdraw from the college course by following college procedures and meeting all deadlines. (DCCC Guidelines)

Guidelines for Late Assignments and Make-Up Work Due to Absence

- Grades in Duncanville ISD are based on mastery of the Texas Essential Knowledge and Skills (TEKS). Students will be advised when grades will be taken and the weight of an assignment or project which will be included in the grade book. Because Duncanville ISD values student learning, students will be expected to complete all assignments on-time. Late assignments will be accepted with the understanding that the goal is for students to complete the work in order to master the concepts. Assignments turned in late will be afforded a reasonable time for submission for passing grades.
- Regular attendance is an academically-related factor that can impact a student's grade. Students shall be permitted to make up assignments and tests after absences according to Board policy and the district grading policy.
- For absences, students shall receive credit for satisfactory make-up work after an absence and may receive a failing grade for any assignment or test not made up within the allotted time. *There are no grade penalties for make-up work after a suspension, however, students will follow the make up guidelines.*
- Grading penalties do not affect work turned in within the appropriate time after an absence. Grading guidelines and criteria for penalties are described below.
- The district expects students to turn in assignments at the appropriate time. The responsibility for making up work due to an absence lies with the student. Upon return to school after an absence, the student shall be responsible for obtaining and completing the makeup work. Intervention techniques will be consistently used to promote learning, to involve parents, and to develop responsibility in students for required work. Teachers will notify parents if a second late work circumstance occurs.
- Grades for dual credit classes are transcribed on both the high school and college transcripts. After graduation, the Dallas College transcript must be sent to the student's college of choice for a transcript review. The intended college will then award credit according to their policies.
- If a student earns an F in any dual credit course they are ineligible for dual credit the next immediate semester. A student can regain eligibility after sitting out for a semester and will be required to pay for a course that they were initially unsuccessful at completing.
- Dual credit courses are actual college courses and therefore follow the traditional college requirements for grades issued to students. As a result, students should expect a midterm grade and a final grade. It is at the discretion of the dual credit instructor to issue additional grades to students.
- Dual Credit grades are not available in Skyward until the end of the semester.

Criteria for late assignments and make-up work

Grades K-5

Late Work:

- For late work received upon the third day and prior to the sixth day, students will receive an 80.
- For late work received after the sixth day, the student will receive a maximum grade of 70.

Make up work due to absence:

- Provisions will be made to allow students the opportunity to make up work.
- Any extenuating circumstances, e.g. extended illnesses or accidents, may be given individual consideration by the campus principal.

Grades 6-8

Late Work:

- Assignments turned in one day after the due date will receive a maximum grade of 80 if the assignment was turned in 100% accurate.
- Assignments turned in two days after the due date will receive a maximum grade of 70 if the assignment was turned in 100% accurate.

Make up work due to absence:

- Students will be given one school day for each day absent to make up/complete work from an absence.
- Provisions will be made to allow students the opportunity to make up work.
- Any extenuating circumstances, e.g. extended illnesses or accidents, may be given individual consideration by the campus principal.

Grades 9-12

Late Work:

- Assignments turned in one day after the due date will receive a maximum grade of 80 if the assignment was turned in 100% accurate..
- Assignments turned in two days after the due date will receive a maximum grade of 70 if the assignment was turned in 100% accurate.
- Assignments turned in three or more days after the due date will receive a maximum grade of 50**.**

Number of Days Late	% Accuracy	Maximum Grade
1	100% 90% 80%	80% 70% 60%
2	100% 90% 80%	70% 60% 50%

Make-up work due to absence:

- Students absent for school-related activities are expected to complete and turn in all previously- assigned work on the day they return to school or specific class if on a block schedule.
- Coaches and sponsors of extra-curricular activities are expected to provide written notification regarding students' dates of absence. They shall make teachers aware of situations where students may be absent while representing the school.
- Any extenuating circumstances, e.g. illnesses or an accident, may be given individual consideration.

Guidelines for Grading Periods

Grading Periods:

- A school year shall consist of four grading periods, with two each semester.
- "Borrowing points" from previous or future grading periods is absolutely forbidden for any student. All teachers have the responsibility to enforce this rule for all students.
- Assignments made in a particular grading period will be averaged for that grading period unless designated clearly by the teacher when the assignment is given.
- A grade becomes final on the last day of a grading period.
- Work received after the last day can only be used to remove from the record an "incomplete" caused by one or more absences.
- Dual Credit courses consist of a semester grading period.

Semester Averages

Grades 1-12:

The semester average shall be the average of the first and second grading periods or third and fourth grading periods. Each grading period will count as fifty percent of the semester grade. For Dual Credit courses, students will receive one semester average at the end of each semester. Semester averages for students missing grades for reporting periods will follow district guidelines outlined under “Transfer Grade” on page 8.

Grading Practices

Grades 1-5

Honor Rolls

“A” Honor Roll:

- **All** grading period grades (excluding electives) must be an “A.”
- Grades are not weighted or averaged.
- A - 90-100

“AB” Honor Roll:

- **All** grading period grades (excluding electives)-must be either an “A” or a “B.”
- Grades are not weighted or averaged.
- A – 90-100
- B – 80-89

Grades 6-12

Honor Rolls

“A” Honor Roll:

- **All** grading period grades (including electives) must be an “A.”
- Grades are not weighted or averaged.
- A - 90-100

“AB” Honor Roll:

- **All** grading period grades (including electives) must be either an “A” or a “B.”
- Grades are not weighted or averaged.
- A – 90-100
- B – 80-89

Reteaching/Regrading Guidelines

Reteaching is defined as another presentation of content, usually to provide an additional opportunity for a student to learn. Reteaching may vary from subject to subject or from class to class, even from student to student.

The district will develop reassessment guidelines and each campus will post them on the school website and in the campus handbook so that students will know exactly how to qualify for a reassessment opportunity.

Procedures:

When a student fails (earns below 70) on an assessment, the teacher has the responsibility to reteach the essential knowledge and skills not mastered.
Reteaching and reassessment may be of a formal or informal nature and should be an ongoing process during the direct instruction and guided practice portions of any lesson.
Students must be given the opportunity to retest in either the original or a rewritten format.
The higher of the first 2 grades will be recorded up to a 70.

- **Examples include:**
  - Test Corrections
  - Version B Assessment Re-Test

Note: Reassessment is not an option for District Assessments. Teachers will re-test and reassess the standards using formative assessment within instruction.

Homework Policy

The Duncanville Independent School District recognizes the value and importance of homework in the reinforcement of skills taught in daily lessons in school. This guided practice activity provides for better retention and practice of skills taught.

Rationale:

- Homework supplements and reinforces skills and information learned in class.
- Homework helps students develop self-discipline, responsibility, and organizational skills.
- Homework prepares students for upcoming class topics or studies while providing opportunities to identify and use resources such as the library, internet, reference books, and other community resources.
- Homework establishes good study habits while easing time constraints.
- Homework gives parents an opportunity to observe assigned lessons and express positive attitudes toward achievement.

Amount and Frequency of Homework

The National Education Association and National Parent Teacher Association suggest a homework time limit by grade level, spanning all content areas. When assigning homework, keep the following guidance across all content areas:

- *Elementary*: K-2nd = 10 to 20 minutes per day; 3rd-5th = 30 to 60 minutes per day
- *Secondary*: 6th-8th = 70 to 80 minutes per day; 9th-12th = 90 to 120 minutes per day; no more than two hours per night unless students are taking Advanced Placement (AP), Pre-AP, honors classes, or College Dual Credit which will require more time.

Cumulative time for homework is the time for a combination of classes, not time per each subject.

Teacher Responsibility:

- Use homework as part of the learning process to assess student understanding.
- Give clearly defined instructions and prompt feedback on assignments.
- Choose a variety of activities and accommodate different learning styles.
- Coordinate with other teachers and weekly schedules to avoid a homework overload.
- No homework assignments for elementary/intermediate students on weekends and holidays.
- For secondary students, be family-friendly when giving assignments over weekends/holidays.
- Homework, tests and projects are not to be assigned during state-mandated assessments for students in grades where STAAR/EOC is administered.

Student Responsibility:

- Write down the assignment.
- Understand the requirements before leaving the classroom.
- Complete assignments on time and make up missed work.
- Seek help from school resources, if needed.

Parent Responsibility:

- Provide appropriate levels of supervision.
- Actively communicate with the school.
- Assist with establishing a work environment conducive to learning and encourage the development of time management skills.
- Encourage students to keep homework, assignment sheets and notes organized.

School Resources for Assistance with Assignments:

- Seek help from individual teachers before or after school.
- Check websites and email.
- Attend tutoring.

Homebound Services

General education homebound services provide a certified teacher who serves as a liaison between the student and the student's teachers to ensure that academic progress will continue. The general education homebound teacher meets in the student's home/hospital room in a one-on-one setting. These services are available to students with medical conditions which require the student to be at home or in a hospital for a minimum of four weeks. The medical condition must be documented by a licensed medical physician. This program is not for students currently receiving Special Education Services or Pregnancy Related Services (PRS). Contact a counselor or principal for more information.

Limited English Proficient (LEP) Students

In assessing students of limited English proficiency for mastery of the Texas Essential Knowledge and Skills, the District shall make every effort to allow students to demonstrate knowledge or competency independent of their English language skills. These efforts shall include, but not be limited to, assessment in the primary language within their respective bilingual program grade levels, assessment using ELL methodologies.

Grading guidelines that apply for all students include students receiving English Language services. Any exception in grading standards for a student receiving support must be determined individually by the Language Proficiency Advisory Committee (LPAC).

Students Receiving Special Education

Variations in procedures and academic achievement level expectation for awarding grades to students with disabilities shall be determined by the ARD committee and included in the student's IEP.

Grading guidelines that apply for all students include students receiving special education services. These services may include general education, resource, speech, or self-contained class placement. Any exception in grading standards for a student receiving special education support must be determined individually by the Admission, Review, and Dismissal (ARD) committee.

Accommodations and Modifications:

Based on an ARD committee decision, each student receiving special education services must be allowed to benefit from targeted accommodations and/or modifications listed in their Individual Education Plan (IEP). Accommodations change how content is taught, made accessible, and/or assessed. Modifications change what the student is expected to master based on the needs of the learner.

- **Grading for students receiving accommodations and modifications:**

  The ARD Committee is responsible for making decisions surrounding grading practices for students with disabilities. ARD committees must base grading considerations and decisions on individual student needs. Day-to-day decisions by classroom teachers pertaining to grading should reflect the ARD committee's choices for accommodations, modifications, IEP goals, progress monitoring, and grading. ARD committees must ensure that accommodations and modifications included in the IEP are effective for the student. Accommodations and modifications should assist students in accessing and progressing in the general curriculum and in meeting his/her IEP goals. Students receiving special education services shall be recognized for academic achievement, i.e. honor roll.

  Grades are not determined based on a student's goals or objectives, but rather, grades should be based on mastery of curriculum inclusive of accommodations and/or modifications in the student's IEP.

  The ARD committee may recommend that both the regular education and special education teachers cooperatively determine the student's grades.

- **Failing grades for students receiving accommodations and modifications:**

  If a student receiving special education or 504 services receives a failing grade in a subject/course for one grading period, a lack-of-progress staffing meeting addressing any need for IEP/IAP revisions shall be held. The teacher(s) giving the failing grade must attend the staffing and provide written input. If a student fails a subject/course for two consecutive grading periods, an ARD or 504 meeting shall be held.

Timeline for Grade Reporting

Grading Periods
1st Nine Weeks - August 13 - October 9
2nd Nine Weeks - October 20 - December 19
3rd Nine Weeks - January 6 - March 12
4th Nine Weeks - March 23 - May 22

Report Cards/Grade Reports

To generate report cards/grade reports, teachers must have all grades properly entered into the grade book program before the end of the day on the last day of the grading period. Administrators will ensure that teachers submit grade verification before report cards are published. Report cards will go home with students the following week. The report card/grade report must provide for the signature of the student's parent and be returned to the campus; however, these requirements do not apply to married students, emancipated minors, or an adult living alone. "Parent" includes a guardian, conservator, or other person having lawful control of a student. The report shall include the number of times the student has been absent. Duncanville ISD may use an electronic platform for communicating student grade and performance information to parents and may permit a parent to sign a required notice electronically, so long as the district retains a record verifying the parent's acknowledgment of the required notice. A district that accepts electronic signatures must offer parents the option to provide a handwritten signature (**see [EIA LOCAL & EIA LEGAL]**). Electronic progress reports are available through the district student management system, Skyward.

Progress Reports

To generate progress reports, teachers must have all grades properly entered into the grade book program before the end of the day on the Friday of the 3rd and 6th week of each grading period. Progress reports will go home with students on the following Thursday.

Timely Posting of Grades

Teachers are required to post grades in their grade book in a timely manner; therefore, **grades must be posted every week and posted within 5 school days of the assignment as received**. Parents will have the opportunity to view their student(s)' grades via Skyward Family Access.

Note: Students who have been assigned to the district DAEP setting (Summit) will follow the same grading policies and communication procedures as when on their home campus. Assignments are provided to Summit staff by home campus and grades are recorded by the home campus teacher of record in accordance with the timelines provided above. Summit teachers serve as a facilitator to ensure that students continue to receive aligned content based on the district's curriculum for each grade level and content. Report Cards and Progress Reports will be communicated via Skyward.

Tutorials

Teachers will provide tutorials for students in need of assistance in all subjects. Students who wish to participate in this program need to meet with their teacher for time and location. Each campus must develop a tutoring plan where teachers must adhere to tutoring assignments as directed by their campus administrator. Moreover, tutorials and the tutorial plan must be communicated with stakeholders.

STAAR/EOC Accelerated Instruction

In addition to providing tutorials, Texas law requires districts to provide additional accelerated instruction for students who did not take or did not meet grade level on the STAAR/EOC assessment for their grade. Accelerated instruction is supplemental learning support that is provided in addition to the regular curriculum in a small group setting of 1:4 unless the parent has submitted a waiver to allow for a small group size of 1:10. Districts are required to provide a minimum of 15 hours of accelerated instruction for each STAAR/EOC assessment that a student did not pass or take. For students that perform significantly below satisfactory or did not pass for two years in a row, 30 hours will be required. If a student did not pass two or more STAAR/EOC assessments, they are only required to have acceleration in two subjects with ELAR and math prioritized. Accelerated instruction may be provided before, during or after school or on weekends/breaks depending on the campus schedule.

Notice to Parents of Performance and Accelerated Instruction:

In addition to providing the accelerated instruction, the District shall notify the student's parent or guardian during a parent/teacher conference, if possible, of

The student's failure to perform satisfactorily on the state assessment;
The accelerated instruction plans for the student; and
The accelerated instruction plan (for students who did not pass two consecutive years.

Whenever the District is required to notify a parent or guardian about the requirements related to promotion and accelerated instruction, the District shall make a good-faith effort to ensure notification is provided during a parent/teacher conference. If unable to hold a conference, the written notice provided to the parent/guardian must be clear, easy to understand, and written in English or the parent/guardian's native language.

Students Receiving Special Education Services:

The Admission, Review, and Dismissal (ARD) committee must determine the manner in which the student will participate in accelerated instruction (AI) and determine the instructional interventions to assist students in achieving the state academic standards and/or the standards established in the IEP.

Intensive Plan of Instruction (IPI) focuses on enabling students to attain a standard of annual growth based on the IEP. AI and IPI are applicable to all students receiving special education services, including students taking alternate state assessments and to students NOT required to meet the state assessment standards in order to graduate. The same interventions may apply for AI and IPI. Decisions regarding assessments for ELLs who receive special education services shall be made by the ARD committee in conjunction with the LPAC [see **EIE (LEGAL)**].

Additional guidance can be found on the accelerated instruction website through Classlink.

Parent-Teacher Communication

Interim Progress Reports:

Interim progress reports shall be issued at the end of the third and sixth week of the grading period for all students. Duncanville ISD teachers shall send out written notice to parents at the end of every grading period of a student's performance in each class or subject. Teachers shall advise parents whether students are recommended to attend tutorials in the subsequent grading period. The grade notice shall provide for the parent's signature and must be returned to the campus. If the notice is not returned to the campus, the teacher/campus shall take appropriate measures to inform the parents of the student's progress, including phone calls, or email.

Conferences may be scheduled at the request of a teacher or a parent. In attempting to schedule a conference between a teacher and parent, the campus shall give the parent at least two alternative dates for the conference.

Regarding Dual Credit: Dual Credit courses do not provide progress reports. If a parent wants to be informed of their scholars dual credit grade, the scholar will have to show their parents their grades in eConnect

The campus shall make such information available to sponsors of extra-curricular activities in which the student participates.

Duncanville ISD Regulation:

Progress reports are given to all students. For those students whose averages falls below 75, Duncanville ISD teachers shall make every effort to:

1. Provide for a conference between parents and teachers;
2. At least once every three weeks, or during the fourth week of each nine-week grading period, to give written notice to a parent if a student's performance in a foundation curriculum subject [see EHAA] is consistently unsatisfactory, as determined by the district.

The three-week and six-week progress reports shall be given to the students to take to their parents or mailed no later than four days after the end of the first three weeks or second three weeks of the grading period. The required notice must provide for the signature of the student's parent and must be returned to the district.

The progress report must provide for the signature of the student's parent and be returned to the campus; however, these requirements do not apply to married students, emancipated minors, or an adult living alone. "Parent" includes a guardian, conservator, or other person having lawful control of a student. The report shall include the number of times the student has been absent. Duncanville ISD may use an electronic platform for communicating student grade and performance information to parents may permit a parent to sign a required notice electronically, so long as the district retains a record verifying the parent's acknowledgment of the required notice. A district that accepts electronic signatures must offer parents the option to provide a handwritten signature (**see [EIA LOCAL & EIA LEGAL]**). Electronic progress reports are available through the district student management system, Skyward.

Promotion, Retention, and Placement

Board Policy/Legal Requirements

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.

An award of credit for a course affirms that a student has satisfactorily met all state and local requirements. Course credit shall be awarded according to this policy.

A course may be considered completed and credit may be awarded if the student has demonstrated achievement by meeting standard requirements of the course including demonstrated proficiency in the subject matter, regardless of the time the student has received instruction in the course or the grade level at which proficiency is attained. The academic record (transcript) shall reflect that students have satisfactorily completed courses at earlier grade levels than grades 9-12 and have been awarded state graduation credits. *19TAC 74.26(b)*

Board Policy EIE (Local):

The promotion or retention of a student is an important decision that must be made at the end of each school term. When the school staff is considering retaining a student at grade level, conferences with the student's parents shall be held, and all aspects of the student's progress shall be discussed.

This conference shall include the classroom teachers, the principal, the counselor and a parent. Teacher- given grades, standardized test scores, STAAR scores, past school history, social development and all other pertinent data shall be considered.

Grade Level Requirements EIE (Local Policy)

Promotion and Retention

Below Grade 1:

Below grade 1, promotions may be granted using assessment methods other than numerical scores.

Grade 1:
In grade 1, promotion to grade 2 shall be based on a grade of 70 or above in reading and mathematics.

Grades 2-5:
In grades 2-5, 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 reading, language arts, mathematics, social studies, and science and a grade of 70 or above in reading and mathematics.

Grades 6-8:
In grades 7-8, 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.

Grades 9-12:
Grade-level advancement for students in grades 9-12 shall be earned by course credits [See EI]. Graduation requirements and grade level classification are listed in the High School academic handbook. Current Board Policy EIF outlines graduation requirements.

Discrimination Policy

No person in the United States shall, on the grounds of race, creed, color, sex, age or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Revision History

4/26/2017	Grading Guidelines Committee first reading/revisions to 2017-2018 Grading Guidelines 5/5/2017. Proposed deleting some sections in grading guidelines due to redundancy in other district documents.
5/23/2017	Proposed changes were updated and presented to the Grading Guidelines Committee.
7/27/2017	Final grammatical, formatting, and minor language updates completed.
8/31/2017	Updated to reflect dual-credit grading guidelines (DCCCD Guidelines for Dual Credit Courses and Remedial Courses offered in Partnership with Texas Schools, 2017-2018 Academic Year).
8/17/18	Updated for 2018-19 School Year
8/21/19	Updated for 2019-20 School Year
8/12/20	Recommendations from Instruction Sub-Committee
8/21/20	Updated for 2020-21 School Year
9/1/20	Revision to add clarification to “Minimum Number of Grades” chart on page 4 Numerical Grade Charts entered for Pre-K & K on page 6
10/2/20	Revision to clarify Grade Scale p. 3-4
10/5/20	Revision to include 2020-2021 Grading Guidelines Amendment #1
11/4/20	Revision to include adjustment to the District Assessment for the first semester of 2020-2021 - detailed in the Amendment and noted throughout the document.
1/19/21	Revision to include 2020-2021 Grading Guidelines Amendment #2
6/30/21	Update for 2021-2022 School Year
8/26/21	Edits and formatting to provide cohesion of document
9/17/21	Revision to Performance on Assessment for 2021-2022 School Year
6/23/21	Revisions to Retention, Transfer process without grades and grading
6/27/22	Revisions to Transfer Students without grades
	Revisions to STAAR/EOC Accelerated Instruction and HB4545
	Revisions to Grading Communication for students placed at Summit/DAEP
	Revision of Academic Honesty statement
7/3/23	Revisions for the 23-24 School Year
7/6/23	Revision to Accelerated Instruction requirements based on legislative updates
7/13/23	Removed District Assessment Grading Requirements

7/21/23	Added guidance for Dual Language grading in each language
8/15/23	Added grading guidelines for 6th grade students enrolled in STEAM Academy.
8/14/24	Update for the 2024-2025 School year.
8/14/24	Added specificity to the minimum number of grades for Dual Language
7/29/25	Update for the 2025-2026 School year.
7/29/25	Updated to reflect that Grade 5 is elementary and Grade 6 is middle school.