



2025-2026
Waco ISD Elementary
Grading Policy

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General Overview

Pre-Kindergarten

A developmental report card checklist is used to report progress at the pre-kindergarten level. The checklist reflects the Texas Prekindergarten Guidelines for pre-kindergarten students.

A Parent Report from CLI Circle Progress Monitoring assessment will be sent home for the first, fourth, and sixth six weeks and will utilize a performance scale of:

- On Track Your child's score is on track or within the expected range
- Needs Support Your child scored below the expected range for this age group and additional support will be provided

A checklist report card documenting progress for the second, third, and fifth six weeks will utilize a letter scale of:

- MG Met Guideline – Exhibits mastery of skill/concept
- AG Approaching Guideline – Exhibits skill/concept with minimal guidance
- LP Limited Progress towards Guideline – Exhibits skill/concept with direct guidance

Kindergarten

A checklist report card documenting progress on kindergarten Texas Essential Knowledge and Skills (TEKS) is used to report progress at the end of each six weeks. This checklist will utilize a numerical scale of:

- 3 Meets Grade Level Expectation
- 2 Approaching Grade Level Expectation
- 1 Below Grade Level Expectation for reporting progress

A Parent Report from CLI Texas Kindergarten Entry Assessment will be sent home with the report card for the second, fourth, and sixth six weeks.

Grades 1-5

Students in grades 1-5 are graded based on achievement of standards. The grading scale is numeric, on a 0-100 scale. Grades of 70-100 are considered passing, and no grade above 100 will be recorded. The grading scale is:

- 100-90 A
- 89-80 B
- 70-79 C
- Below 70 F

The purpose of grade reporting is to inform parents and students about mastery of the Texas Essential Knowledge and Skills (TEKS). Six-week grades of 70 or greater indicate a student is meeting the required state and local passing standard. Any six-week grade below 70 indicates a student is failing to master the state student expectations (SE's). **Teachers shall contact parents of students with failing grades.**

For elementary elective courses including, but not exclusive to, fine arts, physical education, etc., there will be a minimum of one grade per week per subject (i.e. if there are six weeks in a grading

period there would be six grades, if there are five weeks in a grading period, there would be five grades). In regards to the specifics of determining grades outside of the outlined regulations, it is up to the instructor to do so.

Minimum Number of Grades per Course

A minimum of 2 grades per week for reading language arts, mathematics and science are required. For example if there are 5 weeks in a grading period, 10 minor/daily grades would be required, if there are 6 weeks in a grading period, 12 minor/daily grades would be required.

A minimum of 1 grade per week for health and social studies are required. For example if there are 5 weeks in a grading period, 5 minor/daily grades would be required, if there are 6 weeks in a grading period, 6 minor/daily grades would be required.

A minimum number of 3 major/test grades per subject per grading period are required, regardless of the amount of weeks in the grading period. Reading and Language Arts requires the major grades to be major reading assignments or assessments and a minimum of one writing work that is a culmination of the entire writing process.

Grading Weights

In averaging grades for each reporting period, the following formula shall be used in all subject areas:

1. Daily work = 50% of grade. Daily grades are obtained from daily papers; quizzes; homework assignments; teacher observation of demonstrated skills based upon a rubric that defines mastery, skills, demonstrations, or performance; short compositions; etc. These grades should all be at the independent practice or summative evaluation stage of the lesson cycle—not grades taken during guided practice. **No more than 5% of daily grades in each grading period shall be homework.**
2. Major assignments and/or test = 50% of grade. This category includes unit, chapter, or skills tests and/or major assignments such as projects, major reports/ compositions. The Language Arts major grades shall be writing work that are a culmination of the entire writing process and are a portion of the Reading Language Arts course grade.

At grade 5 if a laboratory assignment is being taken as a major grade only those which are derived and performed solely by the students should be considered as major grades. Laboratory assignments in which students are following specific directions and guidelines or are engaged in guided practice with the teacher should only count as daily grades.

Semester Averages

The yearly average shall be calculated as follows:

1 st Six Weeks	16.67%
2 nd Six Weeks	+ 16.67%
3 rd Six Weeks	+ 16.67%
4 th Six Weeks	+ 16.67%
5 th Six Weeks	+ 16.67%
6 th Six Weeks	+ 16.67%
Full Year Average	= 100%

Example:

1 st Six Weeks	89%
2 nd Six Weeks	73%
3 rd Six Weeks	92%
4 th Six Weeks	95%
5 th Six Weeks	86%
6 th Six Weeks	90%
Semester Average $(89\% + 73\% + 92\% + 95\% + 86\% + 90\%)/(6)$	88%

Teachers will apply standards that are consistent with policies and local grading regulations.

Academic Dishonesty

Any party found to be involved in academic dishonesty will receive a zero on the assignment or test on which academic dishonesty occurred and shall be subject to disciplinary action as specified in the Student Code of Conduct. Academic dishonesty can include several different actions undertaken by a student such as, but not exclusive to:

- Plagiarism
- Fabrication
- Deception
- Cheating
- Sabotage

See EIA (Local)

UIL Eligibility

The campuses will generate a list at the end of the first six weeks of the school year and at the end of each six weeks thereafter of those students who failed one or more courses. These lists will be the official lists of students who are not eligible for extra-curricular participation. They must, therefore, be absolutely accurate. Each school shall develop a procedure to ensure that teacher-sponsors and coaches are provided a list of ineligible students at each eligibility checkpoint. In order to facilitate the list of eligibility for UIL, all grades shall be due by the end of the school day at the conclusion of the grading period (i.e. if the school day for students ends at 1:00PM then grades shall be due at 1:00PM)

See FM (Legal)

See FM (Local)

Honor Roll

Students will be placed on the “A” Honor Roll each six weeks if they achieved 90 or above in all academic subjects. Students will be placed on the “A-B” Honor Roll each six weeks if they achieved 80 or above in all academic subjects. Academic grades reflect mastery of the essential knowledge and skills in content areas, music, physical education, and art. Only academic grades are used in placing students on the honor roll. Grades for conduct are not counted when determining eligibility for the honor roll.

Credit by Examination

A student in elementary school will be eligible to accelerate or be promoted to the next grade level if the student scores at least 80 on each Credit by Exam in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student’s parent gives written approval of the grade advancement.

See EHDB (Local) if a Student Has Taken the Course/Subject (All Grade Levels)

See EHDC (Local) if a Student Has Not Taken the Course/Subject

Attendance

Attendance and Credit

See EI (Legal)

See FEC (Local)

Make-up Work

Students will be given 2 days for the initial day of absence to complete and turn in make-up work. For each additional consecutive day of absence, students will be given 1 additional day (i.e. a student who is absent 3 days would have 4 days of allowance for completion and turning in of work. Students shall be expected to make up assignments and tests after absences. Teachers may extend the time allowed according to the individual circumstances of the student. This does not apply to unexcused absences.

Make-up Tests

Make-up tests should be administered and supervised by the teacher. It is recommended that make-up testing be done before or after school, or during the student's lunch period. Teachers do have the discretion to allow students to complete a make-up test during class time; however, the student may miss important instruction when making up the test during class time. Students shall receive a zero for tests not made up within the allotted time.

Late Assignments/Late Work

Late assignments/late work is classified as work assigned to students in attendance who fail to turn in the work. Late work penalties do not apply to work when students are absent. For late assignments that are not considered make-up work, the following penalties apply: Any assignment turned in a week late will be made up with a maximum grade of 70. After the end of the grading period, no additional late work will be allowed.

Students who have extended absences due to illness, etc. (i.e. excused absences due to medical reasons, 2 weeks or longer) will be allowed to complete a minimal number of individualized assignments that will ensure the students' exposure to and mastery of the essential knowledge and skills and district outcomes presented during their absence.

If a student transfers into the school from another school in Waco ISD or from another accredited school, the grades in progress from the sending school will be used to calculate the student's six weeks, semester, or yearly average as appropriate.

Students who, through no fault of their own, are not enrolled for an entire grading period – semester or course – shall be provided opportunities to earn credit for the semester or course or a grade for the grading period. Teachers shall take into consideration the student's particular circumstances in determining appropriate opportunities, which shall include, but not be limited to:

1. Testing (mastery or early final examination tests) to verify mastery of the essential knowledge and skills.
2. Tutorial sessions for students who enroll late to catch up on essential knowledge and skills already covered in the class.
3. Individualized work for students, such as migrant students, who must withdraw early, to allow them to work ahead and ensure exposure to and mastery of essential knowledge and skills.

Retake/Retest

TEC 28.0216 allows districts to permit students to retake/redo assignments within procedure established by the district. Waco ISD allows students a reasonable opportunity to retest/redo an assignment for which they received a failing grade (EIA-Local). Students will be allowed to redo a major grade or retake a test for which the student received a failing grade. Teachers may not retest a semester exam. Our goal is to provide another opportunity for students to demonstrate mastery of essential knowledge and skills. We expect students to learn from the mistakes of prior

tests through teacher consultation, focused preparation and study, and a timely scheduled retest. In doing so, we also allow students an opportunity to improve grades. Students who receive a zero grade resulting from a violation of the Guidelines on Academic Integrity shall not be eligible to retest.

- **Retest Eligibility:** Retesting is available to students that score a grade lower than 70 on a major grade. Due to grade submission deadlines, this opportunity is not extended to those failing beyond the six week mark.
- **Procedures:** The teacher shall offer the opportunity to retest to students if the student has obtained a score lower than a 70. The opportunity shall be communicated with the parent or guardian.
- **Timeframe:** After a student receives notice of a failing test grade he/she has **five (5) school days** in which to complete a retest. The teacher will provide students with an opportunity to retest during this time.
- **Frequency:** Students can only retest once for each failing grade on a major unit exam.
- **Resulting Grade:** A 70% is the maximum grade a student can earn on the retest. Thus, if a student scores an 80% on the retest, the original grade will be replaced with a 70%. A student's grade can only be improved through the retest process. Thus, a student will keep the higher of the two grades if still failing. The teacher shall record in the grade management system that a retest has occurred.

Progress Reports

Campuses will send written notice reports to parents of all students regarding the student's progress in each subject area. The notice must provide for the signature of the student's parent and be returned to the district (this can be done digitally when available).

All students will receive a progress report at the three-week cycle, as posted by WISD and approved by the UIL. Campuses will send written notice reports to parents of all students regarding the student's progress in each subject area at the end of every three-weeks between grading periods.

Per Senate Bill 858, parents of students whose progress is "consistently unsatisfactory" (i.e. failing) in foundation courses must be notified by teachers, in writing, at least once every three weeks.

Teachers may provide additional progress reports at any time as a means of communicating student learning to parents.

District personnel responsible for extra-curricular activities will utilize progress reports for the purpose of student UIL eligibility.

See EIA (Legal)

Report Cards to Parents

Report cards are distributed each six weeks according to each campus' plan for distribution to parents. The sixth six week's report card will be mailed to parents of elementary school students. However, parents are able to view grades through the parent portal at any time.

See EIA (Legal)

Incomplete Grades

An "I" recorded on the report card indicates an incomplete grade that must be cleared within the appropriate specified time or will become a failing grade. It is recommended that an incomplete should be cleared within 5 days. It is the student's responsibility to make arrangements with the teacher to clear any grade of incomplete. For UIL purposes, an "I" has the same effect as an "F". Therefore, a student with an I at a grade checkpoint will become ineligible for play and/or performance. A student receiving an incomplete for a grading period has 3 weeks to convert the incomplete to an earned grade. The principal retains the authority to extend time for completion in extenuating circumstances.

Grade Changes

1. Teachers must use the official form available from the principal for any necessary grade change. Absolutely no grades may be changed unless there is a scanning error, unless the teacher made an error in computing or recording a grade, or unless an incomplete grade is being removed.
2. The principal will require an explanation for any grade change, and none may be made except with his or her approval.

Grade Change Form

An official campus grade change form must be used for all grade changes, including those necessitated by schedule errors.

1. The principal is required to review every requested grade change and either approve or disapprove. He or she may require further explanation from and/or a conference with the teacher in order to determine the legality or appropriateness of a requested change.
2. The teacher shall be notified if a change is not approved. As appropriate, the principal will clarify rules to teachers who request illegal or inappropriate changes.
3. If approved by the principal, appropriate campus personnel will input the change into the data management system. A copy shall be retained by the principal or designee.

Students with Disabilities

Instructional Delivery

1. To ensure success for students with disabilities, the ARD Committee will determine the Individualized Education Program (IEP) necessary for each student to make progress in the general education curriculum. The IEP can include goals and objectives; accommodations, modifications, instructional arrangement(s), and support services.

2. Communication between the general education and the special education teacher is expected to be an ongoing process to monitor the progress of each student with disabilities.
3. Communication between the general education and the special education teacher is expected to be an ongoing process to monitor the progress of each student with disabilities.

Grading*

1. The IEP specifies the responsible parties for determining the grade, i.e. general education teacher, special education teacher, or a combination of both.
2. Unless otherwise stated on the IEP, minimum mastery levels for students with disabilities shall be the criteria for a passing grade of 70 in a subject/course.
3. If a student fails for two six week periods (which do not need to be consecutive), an ARD committee shall convene to review the student's IEP to determine the appropriateness of the goals and objectives.
4. Progress reporting for students with disabilities shall be on the same schedule as that for general education students.
5. Progress reports for each IEP area will accompany the general education report card for each grading period.
6. Building-level monitoring of students' progress in general education classes should be coordinated on a continual basis through collaboration between special education and general education staff.

Assessments

1. Level of participation in statewide assessments is determined by the ARD Committee.
2. Students with disabilities should participate to the greatest degree appropriate in district-wide diagnostic measures for the purpose of progress monitoring.
3. The ARD committee will determine a student's participation in district-based assessments as well as determine any accommodation(s) necessary.

**Students shall not be penalized for grades received on assignments in which the accommodations or modifications prescribed in the IEP were not provided. However, periodic removal of accommodations or modifications is appropriate to determine the continued need for them or if additional supports may be necessary.*

Emergent Bilingual

In assessing students who are Emergent Bilingual for mastery of the essential knowledge and skills, teachers should make every effort to allow students to demonstrate knowledge or competency independent of their English language skills. These efforts should include assessment in the primary language, assessment utilizing English as a Second Language (ESL) methodologies, and non-verbal assessment with multiple varied instruments. Students participating in the Dual Language program should be assessed in the Language of Instruction (LOI) as appropriate.

Emergent Bilinguals have been provided with instructional, linguistic, and assessment accommodations per the Language Proficiency Assessment Committee (LPAC) to promote academic and linguistic growth. For any questions regarding accommodations for Emergent

Bilingual students, please contact the English Learners Department or the LPAC Chair at the campus. **Accommodations used for assessment should be reflective of daily instructional practices and aligned with those recommended by the student's LPAC as applicable.**

Teachers of Emergent Bilingual have the option of sending report cards in Spanish or English.

See Commissioner's Rules §89.1210(a)(b)(h)(i)