



Carroll Independent School District

Grading Guidelines 2025-2026

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

**Adopted by the Board of Trustees on
August 4, 2025**

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GENERAL GRADING GUIDELINES FOR TEACHERS AND ADMINISTRATORS

INTRODUCTION

It is the belief of the Carroll Independent School District that all students can achieve excellence in learning and develop the knowledge and skills necessary to succeed in the 21st century global environment. With the necessary cooperation of students, parents, guardians, and community members, the district will ensure that all students are given the opportunity to master the requirements of a well-balanced curriculum. For students with identified needs and at all levels of ability, the school district will provide modifications in teaching methodologies, pacing, and materials to ensure that instruction in essential knowledge and skills is delivered at an appropriate level. This process also includes meeting the assessed needs of students with identified gaps in learning.

CISD's standards-based curriculum includes the Texas Essential Knowledge and Skills adopted by the State Board of Education. The grading guidelines for each grade level, subject, and course define a student's relative mastery of the curriculum and how a student's relative mastery is determined. The purpose of the grading guidelines is to ensure that grading practices are consistent among grade levels, subjects, and campuses. These guidelines shall ensure that grading reflects student achievement and that enough grades are taken to support the average grade assigned. Guidelines for grading shall be clearly communicated to students and parents. (Policy 5.9.1)

LESSON PLANS

Lesson plans shall be prepared by each teacher or team for each subject taught and submitted to the principal using Eduphoria's Forethought management system or the district Learning Management System. Lesson plans shall be aligned with the District's curriculum Scope and Sequence (framework and timelines). The lesson plan design shall include those items deemed appropriate for that specific campus by the campus principal. Such items could include, but not be limited to, Texas Essential Knowledge and Skills, instructional strategies/activities which consider any needed prerequisite teaching, student practice, assessment for student long mastery, and any required reteaching.

LESSON PLANS FOR SUBSTITUTE TEACHERS

Lesson plans shall also be available for a substitute teacher for continuing the educational process during a regular teacher's absence.

INTENTIONAL PLANNING AND TEACHING

Intentional planning and teaching should be authentic, collaborative, and reflective. This form of planning requires alignment between the standards-based curriculum, students' needs, and instructional strategies. Intentional planning should also provide students with opportunities to self-direct, think critically, collaborate, receive feedback, and solve problems. Documentation of modifications for students receiving special education services and extensions for Gifted and Talented students must be maintained.

LESSON PLAN GUIDING QUESTIONS

1. Have I assessed student interests and utilized this information in planning units of work, creating meaningful tasks, or designing assignments?
2. Do my choices of instructional resources reflect a diversity of formats that appeal to

students' learning styles? Have I regularly encouraged students to assess their own work in alignment with set standards?

3. Have I provided clear expectations of learning prior to demonstrations of student learning (i.e., performances, products, projects, and exhibitions)?
4. Do I routinely provide individual students or small groups of students' feedback to alert the student(s) to both the accuracy and completeness of his or her learning?
5. Do I plan success for all? When students do not succeed, do I work directly with them to diagnose the cause(s) of failure to correct the situation?
6. What prescriptive teaching strategies for learning have I provided so all students can experience success?

ACADEMIC DISHONESTY

A student found to have engaged in academic dishonesty or cheating shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Cheating is the act of using unauthorized materials and/or resources during tests, exams or other summative tasks.

Cheating shall be defined as giving or receiving information or help on a test; possession of any unauthorized material during a test; copying another student's assignment or knowingly allowing another unauthorized student to copy from his/her assignment; working with others on a project that is meant to be done individually; unauthorized possession of test or quiz questions and/or answer sheets; completing an assignment, test, or quiz on behalf of another student; submitting duplicate work; having someone else complete an assignment, test, or quiz on behalf of the student, or accessing a teacher textbook edition. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. Depending on the severity of the incident, consequences shall include grade reduction, possibly to a zero; and/or repeat of the assignment; and/or other disciplinary action deemed appropriate. (Policy 5.9.1)

ARTIFICIAL INTELLIGENCE POLICY

Carroll ISD is committed to promoting academic integrity, fostering a culture of originality, and ethical conduct among our students. We recognize the potential of Artificial Intelligence (AI) tools to enhance learning experiences; however, we strictly prohibit the use of AI to plagiarize assignments. When generating ideas with AI, CISD believes in the importance of individual effort, critical thinking, and the responsible use of technology.

Teachers play a crucial role in guiding students' use of technology and fostering ethical practices. Our educators will provide clear guidelines, instruction, and support to help students understand the responsible and appropriate use of AI tools in their assignments. We emphasize the following expectations regarding the use of AI tools in student assignments:

1. **Originality**: Students must take personal responsibility for the originality and authenticity of their work. Assignments should reflect their own thoughts, ideas, and understanding of the subject matter.
2. **Proper Attribution and Citation**: When incorporating AI-generated content into their assignments, students must accurately cite and attribute the sources. This includes

acknowledging the use of AI tools and providing appropriate citations or attributions for any external content generated by AI algorithms.

3. **Academic Integrity:** Students should adhere to the principles of academic integrity, honesty, and respect for intellectual property rights. Plagiarism, whether facilitated by AI tools or any other means, is strictly prohibited and will not be tolerated.

Any violation of this policy will be addressed according to our disciplinary procedures. Consequences may include, but are not limited to, revision of assignments, loss of academic privileges, parental involvement, or other appropriate measures deemed necessary by the school administration.

By upholding these principles and guidelines, we can cultivate a culture of academic integrity, respect, and personal growth within our school district community.

PROGRESS REPORTS Grades 2-12

Beginning in Grade 2, the district shall provide a notice of progress, if the student's grade is 70 or below, to the parent or guardian of every student. The grades will be determined at three-week intervals or on a designated date. The actual numerical average should be posted on the progress report form or in online format. When a student's grade drops from passing to failing after the third week report, teachers shall:

1. Notify parents. Parents may monitor their student(s) grade through Skyward.
2. Ensure accurate records of contact or attempts to contact parents of students who are failing be kept on file by the teacher for the current school year.

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

REPORT CARDS

The district shall post online grade reports/report cards every grading period. Performance shall be measured in accordance with this policy. (Policy 5.9.5)

STANDARDS BASED REPORT CARD (K-1 ONLY)

In an effort to report student progress in a manner that is consistent and aligned with state curriculum standards, progress for kindergarten and first grade will be reported on a Standards-Based Report Card. This report card is designed to give parents specific feedback on a child's progress on standards within the content areas. During reporting periods when standards are assessed, children receive a number to indicate the progress level toward mastery at that time.

DAILY WORK AND QUIZZES (MINOR ASSIGNMENTS)

The primary purpose of daily work and quizzes is to give quickly administered, formative assessments where only a few recently introduced objectives are measured. Typically, these formative assessments would be frequent to assist the teacher in monitoring the progress of the students. The results inform students about their areas of strength and weakness and will help the teacher identify areas in need of additional instruction.

PROJECTS AND RESEARCH PAPERS (MAJOR ASSIGNMENTS)

Carefully constructed projects or research papers will enhance the learning opportunities for students and will assess the culmination of learning for a specified student objective. Projects and research papers shall be assessed, and feedback shall be provided throughout the process to ensure student success.

Teachers are required to limit the cost of materials and supplies to a reasonable amount and to consider student access to technology outside of school. Additional requirements include:

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

EXTRA CREDIT

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

HOMEWORK

The district considers homework as an extension of learning beyond the classroom. Depending on the course content, homework may be addressed in short-term and/or long-term assignments.

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

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

1. Structure homework to ensure high completion rates.
2. Provide feedback on homework to students to identify their progress toward goal attainment.
3. Build upon concepts and skills previously introduced in the classroom.
4. Encompass a variety of activities.
5. Encourage independent learning, responsibility, and self-discipline.
6. Require students to apply various thinking skills.
7. Assign homework to the student's ability level.
8. Refrain from using homework as a disciplinary measure.

Specific Homework Guidelines for Grades K-4 will be addressed in the Reporting of Progress section.

RETURNING ASSIGNMENTS AND TESTS

All tests given shall be graded and returned within five school days of the date given. Exceptions to the five-day return of tests will only be provided to accommodate absent students grades 9-12. In this circumstance, all tests will be returned to students no later than ten school days following the initial test date. All student work shall be returned to the student, including but not limited to exams, quizzes, research papers, projects, daily work, and homework, according to established timelines for grades posted in Skyward.

Exceptions to the return of students' tests will be semester exams, District curriculum-based assessments, and all AP exams using copyrighted College Board questions. These tests may be reviewed with the teacher at the parent's request. Teachers using copyrighted

AP College Board test questions will remove these questions prior to returning the test to students.

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

ASSESSMENT SCHEDULING

Major tests should be coordinated so that students do not have multiple exams on the same day.

Principals will ensure that, to the extent possible, major tests are distributed over multiple days. Each campus will establish its own schedule.

STUDENTS CHECKING WORK AND POSTING OF GRADES

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

TIMELINE FOR POSTING GRADES IN GRADEBOOK/FAMILY ACCESS

The following timeline is a maximum number of days for a teacher to post grades to Family Access for student and parent viewing. Exceptions will be given to assignments that include a written component which requires additional grading time from a teacher. Such assignments may include but are not limited to research papers, written compositions, data-based inquiries, etc. Teachers will communicate an intended timeline for grade posting.

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

MAJOR ASSIGNMENTS, MAJOR PROJECTS, AND TESTS

The district shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. (District Policy 5.9.1) This applies only to major assignments, major projects, and tests. The maximum grade that can be achieved is a passing score of 70, semester final examinations are excluded. The following criteria may be considered when determining the opportunity to redo a major assignment, major project or test:

1. Students may not be permitted to redo an assignment, major project or test if they received a grade of zero or a reduced grade on the original assignment because they were found to have committed an act of academic dishonesty.
2. Students may not be permitted to redo a major assignment or major project or test if they receive a zero on any part of a longer assignment with multiple elements (for example, research papers).
3. Students participate in any reasonable reteaching or reviewing activities assigned by the teacher in preparation for redoing a major assignment, major project or test.
4. Teachers will allow a student to retake or correct a test. Students completing test corrections may receive credit as determined by the teacher; and
5. The student will take the re-test at the agreed time.

LATE WORK

For Grades 7-12:

The operational definition of late work is when a student has been provided adequate time and instruction to complete student work and has not completed by the assigned time and date. This includes all assignments included in a long-term assignment. If a student does not turn in an assignment by the due date, then students will have two class periods to turn in the assignment late, but points will be deducted. After one class session late, the work may only be eligible to receive 70% of the original assigned points.

Beyond one class session late, the work may only be eligible to receive 50% of the original assigned points. Students with extended time accommodations written into their IEPs will be addressed on an individual basis.

For Grades 5-6:

If a student turns in an assignment one day late, then 15 points may be deducted from the original grade. On the second day the assignment is late, then 30 points may be deducted. The assignment may not be accepted after the third day.

For Grades 3-4:

Ten points may be deducted per day for an assignment turned in late. The assignment may not be accepted after the third day.

SEMESTER EXAMS

Semester exams will be administered to students taking courses traditionally in grades 7-12 and each semester exam will count for 20% of the overall semester average in the course.

MAKE-UP WORK FOR STUDENTS

Unless the absence is unexcused, students who have excused absences and school sponsored events will be permitted to make up regular coursework and receive the actual grade earned. Students are given the number of days absent to make up all work assigned in their absence. Students will be responsible for obtaining, completing, and turning in the make-up work within the time frame.

Missed semester exams must be made up within a two-week period. Missed first semester exams must be made up within the first two weeks of the second semester. Missed second semester exams must be made up within the first two weeks following the last school day of the year. Extenuating circumstances are to be discussed with the campus principal.

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

Unreported absences to the campus will be recorded as unexcused. Assignments for unexcused absences may be recorded as zeros. State law allows exemptions to the compulsory attendance requirements for several types of absences. These include the following activities and events:

- **Religious Holy Days:** Students who miss school due to a religious holiday must be allowed time to make up the missed work and receive full credit for the work that is turned in per district grading and reporting guidelines for make-up work. Please note that students are allowed one travel day before and one travel day after a religious holiday per state law.

- Required court appearances.
- Activities related to pursuing enlistment in a branch of the U.S. armed services or Texas National Guard.
- Activities related to obtaining United States citizenship; service as an election clerk; and
- Documented health care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders. Policy 6.5.1.

WAIVER FOR UIL PARTICIPATION IN ADVANCED PLACEMENT COURSES

Students participating in any Honors, Gifted and Talented, Pre-Advanced or Advanced Placement courses in grades 9-12 may be granted one waiver for one course in a semester in which the student made a failing grade of no less than 60%. Pending principal or principal designee approval, a student who has received an approved waiver and is passing all other courses may regain UIL eligibility.

HIGHER EDUCATION VISITS

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

TUTORIAL REQUIREMENTS

The campus will provide tutorial services. All teachers will provide tutorials on a regular schedule and will communicate this schedule to students and parents in writing.

SUMMER ASSIGNMENTS FOR SPECIFIC COURSES

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

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

STUDENT ASSISTANCE TEAM (SAT)

Carroll ISD teachers will implement general classroom interventions and instructional accommodations for students who are struggling academically and/or behaviorally. If classroom accommodation does not result in student success, the teacher may request help from the campus Student Assistance Team (SAT). The SAT is typically composed of a counselor, administrator, teacher(s), and parents. Other CISD staff members may be invited to attend. Additional information regarding the SAT process is found in the Student Assistance Manual provided to each campus. Please note that parent notification of the SAT meeting is required.

The SAT may recommend that the teacher(s) implement specific targeted interventions based on the difficulties the student is experiencing. Teacher(s) will gather data on the student's performance throughout the intervention process and will periodically report the results to the SAT. Ultimately if the interventions do

not result in improved student performance, the SAT may recommend that the parents provide consent for the district to conduct a full individual evaluation under the Individuals with Disabilities Education Act (IDEA) or an assessment under Section 504 of the Rehabilitation Act (as amended).Policy 5.9.5.

STUDENTS WITH DISABILITIES (SPECIAL EDUCATION/SECTION 504)

If a student is in special education or is identified as a Section 504 student, testing methods must allow the student to demonstrate certain knowledge and skills regardless of his/her disability. If alternate methods of testing are required, it should be documented in the accommodations section of the IEP or Section 504 Individual Accommodation Plan. All teachers working with the students should be aware of these accommodations and should follow the IEP or Section 504 accommodations as indicated. The teacher must receive and sign copies of the accommodation plan.

ESL MODIFICATIONS REQUIREMENTS: Students who are Emergent Bilingual (EB's) and Receive English as a Second Language (ESL) Services

1. Language Proficiency Assessment and Accommodations

All EB students receiving ESL services are entitled to linguistic accommodation in both instruction and assessment, as determined by the Language Proficiency Assessment Committee (LPAC). Teachers are required to:

- Implement accommodations based on the student's English Language Proficiency Standards (ELPS) and TELPAS proficiency levels (Listening, Speaking, Reading, Writing).
- Use accommodation consistently in instruction, classroom assignments, tests, and homework.
- Collaborate with ESL staff and LPAC to ensure appropriate support is in place.
- Document the use of accommodations and instructional adjustments.

2. Grading Based on TEKS Mastery, Not English Proficiency

Grades must reflect a student's understanding of grade-level content, not their ability to communicate it in English. Therefore:

- Students may demonstrate knowledge through linguistically appropriate formats (e.g., drawings, oral responses, native language use, simplified tasks).
- Assessment tasks should be linguistically scaffolded to measure the intended content standards.
- Academic performance must not be penalized due to limited English proficiency.

3. Grading by Proficiency Level

Accommodations and grading expectations should align with each student's current English proficiency level, as outlined in TELPAS. The following provides guidance:

Beginning to Low Intermediate Proficiency

- Students should receive a **passing grade** if they:
 - Bring the necessary materials and participate regularly.
 - Attempt all modified work to the best of their ability.
 - Use available support (e.g., bilingual dictionaries, visuals, word walls).
 - Participate in class using verbal or non-verbal communication.
 - Complete parts of assignments or demonstrate effort in alternative ways (oral, drawing, gestures).

- Teachers should not assign failing grades unless students consistently refuse to participate despite scaffolding.

High Intermediate to Advanced Proficiency

- Students should be given **standard grades for modified/accommodated work**.
- Examples of modifications include:
 - Read aloud instructions or questions.
 - Use of word banks, bilingual glossaries, or sentence stems.
 - Extended time.
 - Simplified vocabulary or reworded prompts.
 - Graphic organizers or visuals to aid understanding.
- Use ELPS Proficiency Level Descriptors (PLDs) to define reasonable expectations for language output by domain.

Advanced High Proficiency

- Students are expected to perform at or near grade level with minimal linguistic support.
- Limited test accommodations may include:
 - Extended time.
 - Access to ESL or bilingual dictionaries.
 - Clarification of vocabulary in test items or prompts.
- Homework and classwork may still be linguistically simplified as needed.

4. Grading Flexibility for Newcomers

- For students who are **new to U.S. schools** and at the **Beginning level**, the LPAC may approve **Pass/Fail grading for up to one academic year**.
- This option must be reviewed and documented by the LPAC, and it should be accompanied by intensive support and progress monitoring.

5. Alternative Assessments

Teachers are encouraged to use multiple formats for assessing content mastery:

- Oral responses or interviews.
- Visual projects or posters.
- Graphic organizers.
- Portfolio-based assessments.
- Group work with language scaffolds.

These methods help students demonstrate knowledge while continuing to build English proficiency.

6. Teacher Collaboration and Documentation

- Content area teachers and ESL staff must collaborate regularly to design instruction and assessments that support both language development and content mastery.
- Use lesson plans or accommodation logs to document strategies and grading practices used with EB students.

7. Family Communication

- Communicate grading practices and student progress in the family's preferred language when possible.

- Clarify that accommodations and supports are designed to help students meet grade-level expectations while developing English proficiency.

8. Resources for Teachers

- [TXEL.org ELPS Toolkit](#)
- [TEA Emergent Bilingual Resources](#)
- [ELPS- Linguistic Instructional Alignment Guide](#)
- [TELPAS Proficiency Level Descriptors \(PLDs\)](#)

ENCORE GRADING GUIDELINES

Encore teachers are required to keep records of student participation and progress. In the event that a student is performing below expectations, specifically at a Needs Improvement or Unsatisfactory level during the progress report period, the Encore teacher will communicate this information to the student's parents.

E - Excellent

S - Satisfactory

N - Needs Improvement

U - Unsatisfactory

PROMOTION GUIDELINES FOR GRADES K – 8

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. Policy 5.9.5

Grades K–1: In kindergarten through grade 1, promotion to the next grade level shall be based on 70 percent mastery of the level 3 Mastered Expectations for each subject as indicated on the report card.

Grades 2-8: In grades 2 through 8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science and social studies. Policy 5.9.5

If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third testing opportunity, the campus Grade Placement Committee (GPC) shall review all facts and circumstances in accordance with law. The student shall not be promoted unless:

1. All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and
2. The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency. Policy 5.9.5

ATTENDANCE

State law requires students to be in attendance 90 percent of the days a class is offered in order to gain credit or be considered for promotion. When a student's attendance falls below 90 %,

but remains at least at 75% of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. If the student fails to successfully complete the plan, or when a student's attendance drops below 75% of the days the class is offered, the student/parent may petition the attendance committee for review. Policy 6.5.3

PRESCHOOL, ELEMENTARY, AND INTERMEDIATE GRADING GUIDELINES

GRADING FOR CISD BLENDED PREKINDERGARTEN

Students in prekindergarten will receive CIRCLE Progress Monitoring Student Summary Reports three times a year. Key concepts and personal development are evaluated by teacher observation and assessments administered at the beginning of the year, middle of the year and end of the year. The CIRCLE Progress Monitoring System is a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children's skills over time. Teachers are encouraged to communicate progress through regular communication with parents in addition to CIRCLE Progress Monitoring.

CIRCLE test will be given three times per year. (This is due to High Quality PreK Standards.)

Standards based grading for PreK 3 year will occur in the 2nd, 3rd, and 4th nine weeks for PreK.

Standards based grading for PreK 4 year will occur in the 1st, 2nd, 3rd, and 4th nine weeks for PreK.

REPORTING OF PROGRESS FOR KINDERGARTEN THROUGH FIRST GRADE

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

3 = Mastered Expectation

- The student has mastered this standard.
- The child consistently demonstrates mastery.

2 = Making Progress

- The student needs help demonstrating mastery of this standard.
- The student's mastery of the standard fluctuates between different learning experiences.

1 = Below Grade Level Expectations

- Teachers are expected to contact each student's parents prior to assigning any grade of 1 in any area.
- The student has not mastered the standard.
- The student is performing below grade level expectations.

REPORTING OF PROGRESS FOR 2nd GRADE

- All grades will be daily grades.
- Number of grades per grading period: Math-nine, Reading Language Arts-nine, Science-six and Social Studies six.

Kindergarten - Second Grade

All homework assignments are optional. Students are not obligated to complete these assignments, and no grades will be assigned, nor penalties enforced, for their completion or noncompletion.

Homework could include:

- 20 minutes of reading per night
- Phonics/Spelling Practice
- Math Practice
- One double sided page of work

Homework cannot include:

- STAAR Practice Worksheets
- Packets with multiple pages to be completed in one night

Teachers can:

- Look over homework
- Track students that turn in homework and performance level
- Use homework to inform instructional decisions
- Communicate at home practice through the weekly newsletter

2025-2026 Homework Teacher Guidelines

Third-Fourth Grade

Students can be required to complete homework.

Homework could include:

- 20 minutes of reading per night
- Phonics/Spelling Practice
- Math Practice
- One double sided page of work

Homework cannot include:

- STAAR Practice Worksheets
- Packets with multiple pages to be completed in one night

Teachers can:

- Assign a grade to a student's homework
- Track students that turn in homework and performance level
- Use homework to inform instructional decisions
- Communicate at home practice through the weekly newsletter

WEIGHTING OF GRADES FOR 3rd AND 4th GRADE

		Minimum Number of
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Category	Weighting	Assignments per Grading Period
Tests (includes major essays and major projects)	40%	2 per core content 1 st grading period only 3 per core content for grading periods 2, 3, and 4
Daily Work/Quizzes	60%	6 per core content in a grading period

WEIGHTING OF GRADES FOR 5TH AND 6TH GRADE

Category	Weighting	Minimum Number of Assignments per Grading Period
Tests (includes major essays and major projects)	50%	3
Daily Work/Quizzes	50%	8

TRANSFERRING OF GRADES AND GRADE CALCULATIONS

When students transfer into Carroll ISD using a different grading scale than CISD is using then the following grading scales will be used to calculate scores:

If a **K-1** student transfers to CISD with number grades, then the following scores should be used:

85-100	3
70-84	2
69 and below	1

If a student in grades **2-6** transfers to Carroll ISD with a standards-based report card, then one of the following charts should be used.

4 Point Standards Based	
4	100
3	90
2	80
1	70

3 Point Standards Based	
3	90
2	80
1	70

CONDUCT GRADES

The student is also graded on conduct by the appropriate classroom teacher(s). This grade gives the student and his/her parents an indication of responsible conduct. In grades K-1 a list of appropriate work habits are listed on the report card. Conduct grades are required at grades 2-6

using the following letter system:

E	Excellent	The student has an exemplary attitude, is always cooperative, and always observes school rules and regulations.
S	Satisfactory	The student has a good attitude, is cooperative, and generally observes school rules and regulations.
N	Needs Improvement	The students' attitude needs to improve. Infractions of school and classroom rules exist.
U	Unsatisfactory*	The student's attitude is poor and uncooperative. The student disrupts class and shows little respect for school, classroom rules, and regulations.

*If a student is exhibiting unsatisfactory conduct, the teacher shall:

- Notify parents and suggest a conference.
- Refer the student to the Student Assistance Team (SAT).
- Request referral to the Counselor; or
- Notify the Principal.

MIDDLE SCHOOL GRADING GUIDELINES

WEIGHTING OF GRADES FOR EACH GRADING PERIOD

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

Category / Middle School Grading Period	Weighting	Minimum Number of Assignments
Tests (includes major essays, major projects, and objective tests)	50%	3
Quizzes/Daily Work	50%	8

UIL GRADE REQUIREMENTS FOR EXTRACURRICULAR ACTIVITIES

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

HIGH SCHOOL CREDIT COURSES

Students in grades 7 or 8 are allowed to take a maximum of three courses that count toward their high school graduation.

HIGH SCHOOL AND SENIOR HIGH SCHOOL GRADING GUIDELINES

Category	Weighting	Minimum Number of Assignments per Grading Period
Tests (includes major essays and major projects)	60%	3
Quizzes/Daily Work	40%	8

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

Semester exams will be administered for students taking courses traditionally taken in grades 7-12 and each semester exam will count for 20% of the overall semester average in the course.

WEIGHTED GRADING FOR ADVANCED AND HONORS COURSES

All Honors, Advanced Placement, and Advanced Placement courses are weighted when calculating the weighted Grade Point Average (GPA). The course is labeled Honors if there is no corresponding Advanced Placement course offering. A course is labeled Advanced if there is a subsequent Advanced Placement course offered. The district shall assign weights to grades earned in eligible courses and shall calculate a weighted numerical grade average in accordance with the following scale:

1. Students will earn 7 points per course per semester for Honors and Pre-AP Courses in which they have earned a semester grade of 70 or higher.
2. Students will earn 10 points per course per semester for AP courses in which they have earned a semester grade of 70 or higher.
3. The weighted points are not added until the semester is completed; and
4. If a student is in an Honors, Advanced, or AP course and moves to an on-level course prior to the semester's end, no weighted points are added to the semester grade.

The district shall assign weights to grades earned in eligible courses and shall calculate a weighted numerical grade average in accordance with the following scale: (1) Advanced Placement plus ten; (2) Honors/Advanced plus seven; and Regular plus zero. The weighted points are not added until the semester is completed. If a student is in an honor, Advanced, or AP course and moves to an on-level course prior to the semester's end, no weighted points are added to the semester grade. Policy 5.9.3.

AWARDING OF CREDIT IN HIGH SCHOOL CREDIT COURSES

Determining Credit for Courses:

To receive credit for a one-semester course, a student must pass the semester with a score of 70 or higher. Each semester grade stands alone for GPA purposes and will be posted on the official transcript with the appropriate credit awarded.

To receive credit for a two-semester course, a student must pass each semester with a score of a 70 or higher or students who fail either semester of a two-semester course can regain by average-passing the course for the year.

When a student earns a passing grade in only half of a course and the combined grade for both halves is lower than 70, the district shall award the student credit for the half with the passing grade.

If a student fails both semesters of a course, then both semesters must be repeated.