



**Instructional Grading
and Reporting
Guidelines
2025 - 2026**

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DISTRICT MISSION, VISION, AND BELIEFS

Mission

The mission of Pflugerville ISD is to provide an inspiring, engaging, and relevant education that empowers students to reach their full potential as productive members of a diverse global community.

Vision

Pflugerville ISD... Passionately Serving the Best Interests of Students

Beliefs

We Believe:

- Diversity is our strength
- All individuals have worth
- Relationships are foundational to success
- A safe and nurturing environment is non-negotiable
- All students have the right to diverse educational opportunities
- Social-emotional learning is as critical as academic focus
- Civic-mindedness must be explicitly cultivated in our students
- Community partnerships and high expectations improve student outcomes
- Innovation and a strong work ethic ensure excellence

GRADING PURPOSE

Academic Achievement: Grading Policy (Board Policy EIA)

A district grading policy:

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
3. May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

The purpose of grades in Pflugerville ISD is grounded in the following statements:

- Grades are a measure of students' mastery of the district curriculum, which includes standards, skills, and content application.
- Grades provide timely and meaningful feedback to students regarding mastery of content.
- Grades reflect multiple opportunities for students to demonstrate mastery of learning.

GRADING ROLES AND RESPONSIBILITIES

Student

- To complete the assigned work on time and return it to the teacher
- To carefully schedule work on long-term assignments so that assignments are completed on time
- To communicate with the teacher when they do not understand the assignment or are experiencing difficulty before the due date
- To initiate communication with the teacher when absent to arrange an opportunity to make up missed assignments/learning

Parent/Guardian

- To establish a specific time, place, and manner for studying and homework to be completed
- To monitor as needed, but not do homework for the student
- To assist the student in planning a schedule for long-term assignments
- To initiate communication with the teacher when concerns arise or when support is needed

Teacher

- To provide course requirements, expectations, and grading practices in writing to students and parents at the beginning of each course
- To provide meaningful tasks that enrich and supplement work introduced in class
- To communicate assignment expectations, both regular and long-term
- To provide effective instruction before assigning homework that adequately prepares the child to do the task independently and successfully
- To consider student access to available resources and materials when assigning a task
- To provide an opportunity for feedback and access to completed work
- To enter grades into the online grade book according to the guidelines

- Teachers will maintain an online gradebook that adheres to the grading weights and categories
- Teachers of the same subject and grade level will establish consistent percentage weights and categories

Campus Administrator

- To ensure all teachers are aware of and understand the Instructional, Grading, and Reporting Guidelines
- To distribute the Eligibility and Report Card Date calendar to staff and the community
- To monitor and support the implementation of the Instructional, Grading, and Reporting Guidelines
- To provide feedback to teachers concerning practices relating to Instructional, Grading, and Reporting Guidelines

ACADEMIC DISHONESTY

Board Policy EIA

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

COMMUNICATION OF GRADES

Board Policy EIA

Reporting

The District shall provide formal notices (report cards) to parents or guardians at the completion of each grading period. The notice shall indicate a student's cumulative performance in each class or subject. Performance shall be measured in accordance with this policy and the standards.

Interim Progress Reports (IPR)

All students will receive interim progress reports regardless of progress. In grades K-5, interim progress reports are provided 4 times a year and 8 times a year in grades 6-12. In prekindergarten, progress reports are provided three times a year. The District shall notify parents/guardians when grade reports are available to view digitally.

Conferences

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

ATTENDANCE

Pre-Kindergarten

Pre-kindergarten students are not required to be enrolled in school. However, upon enrollment, all Pre-K students are required to attend school because they fall under the state's compulsory attendance laws. Parents need to be aware that they must abide by these laws. As Pre-kindergarten is not required, there are no promotion criteria.

Kindergarten - 12th Grade

Students in K-12 are required to be in attendance 90% of the time. When a student's attendance drops below 90 percent but remains above 75 percent 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 campus administrator. This plan must provide for the student to meet the instructional requirements of the class as determined by the campus administrator. Summer school attendance can not be utilized as part of the plan to earn credit.

If the student fails to complete the plan successfully, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent/guardian, or representative may appeal to the appropriate attendance committee to determine whether there are extenuating circumstances for the absence and how the student may regain credit, if applicable.

PROMOTION

Board Policy EIE

In addition to the factors in law that must be considered for promotion, mastery shall be determined through course assignments and assessments to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.

Kindergarten and First Grade Promotion

A nongraded report card shall be used in kindergarten and grade 1. To determine standards for promotion, the following criteria shall apply.

To be promoted to the next grade level, a kindergarten student shall meet each of the following criteria:

- Proficiency on the kindergarten Texas Essential Knowledge and Skills (TEKS) in the four core areas: language arts, mathematics, science, and social studies, as evidenced by the student's portfolio of works (measured against District rubric standards);
- Developmentally appropriate social adjustment;
- Appropriate language development (reading and writing); and
- Compliance with the attendance policy.

To be promoted to the next grade level, a student in grade 1 shall meet each of the following criteria:

- Proficiency on the grade 1 TEKS in the four core areas: language arts, mathematics, science, and social studies (measured against District rubric standards);
- Demonstration of grade-level proficiency in reading and mathematics; and
- Compliance with the attendance policy.

Grades 2-5 Promotion

In grades 2–5, promotion shall be based on the following:

- Grade-level proficiency in reading (determined by teacher observations and other data, including state assessments) and mathematics (determined by teacher observations, assessments, and other data);
- A 70 percent yearly average in language arts;
- A 70 percent yearly average in mathematics;
- A 70 percent combined yearly average in language arts, mathematics, social studies, and science;
- Compliance with the attendance policy; and
- Proficiency on the state assessment for grade 5 mathematics and reading is considered, but no longer a state assessment requirement for promotion..

Grades 6-8 Promotion

In grades 6–8, promotion to the next grade level shall be based on the student meeting all of the following:

- An overall average of 70 percent on a scale of 100 for all subject areas combined, including electives;
- A grade of 70 or above in both mathematics and language arts;
- A grade of 70 or above in either science or social studies;
- Compliance with the attendance policy; and
- Proficiency on the state assessment for grade 8 mathematics and reading is considered, but it is no longer a state assessment requirement for promotion.

Grades 9-12 Promotion

Grade-level advancement for students in grades 9–12 shall be earned by course credits. Grade classifications are based on the number of credits earned before the first day of school each year:

- Freshman (9th): A student must have been promoted or placed from the 8th grade.
- Sophomore (10th): A student must have earned 6 credits and completed one year of high school.
- Junior (11th): a student must have earned 12 credits and completed two years of high school.
- Senior (12th): a student must have earned 18 credits and completed three years of high school, or have earned 18 credits and have an Early Graduation Plan on file.

Grade classification shall be established by the beginning of the fall semester. Exceptions require approval of the high school principal. At the discretion of the principal, grade re-classification may occur at the end of the fall semester based on credits earned in the fall semester that make a student eligible for grade advancements and/or graduation.

TRANSFER GRADES

When a student transfers semester grades for courses that would be eligible under the Tier 3 or Tier 4 category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight

under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District only if a similar course is offered to the same class of students in the District.

Transfer grades for students previously enrolled in school should be recorded and reported proportionately to the time spent at the prior campus.

EXTRACURRICULAR ACTIVITIES

A student shall be suspended from participation in any extracurricular activities sponsored or sanctioned by the District or the UIL seven days after receiving a six-weeks grade lower than 70 in any class or receiving an incomplete that is not cleared within the seven-day grace period. The suspension shall begin seven days after the final day of the grade period in which the failure occurred and continue until seven days after the next progress report or grading period in which all grades are above 70.

Students who fail a high school advanced course with a grade between 60 and 69 may apply for [a waiver](#), which will allow them to continue to participate in extracurricular activities. Students will be allowed two waivers per year, which they may use at their discretion. This is two waivers in total, not two waivers per course.

ELEMENTARY GUIDELINES

Pre-Kindergarten

Standards of Mastery PreK

Pre-Kindergarten students do not receive number grades. The progress of student learning in prekindergarten is provided three times a year, in September, January, and May. Skills critical to the development of later school success are reviewed and marked **Making Acceptable Progress-MAP** or **Needing More Assistance-NMA**. Students who are MAP are at or above the expected range for this skill. MAP students will continue to get instruction and enrichment on these skills. NMA students are below the expected range for this skill and will be given targeted remediation to make progress.

Kindergarten-1 Grade

Standards of Mastery K-1

Mastery of skills and concepts shall be determined as follows:

- Assessments and practice shall be given to assess mastery of every concept/skill in each content area. A grading scale of 1-4 shall be used to communicate progress and mastery.
 - A score of 4 indicates the student **Exceeds** Expectation on the concept/skills
 - A score of 3 indicates the student has **Met** the Expectation of the concept/skills
 - A score of 2 indicates the student is **Approaching** the Expectation of the concept/skills
 - A score of 1 indicates the student is **Beginning** to develop the concept/skills
- Mastery of the skills shall be validated by the following assessments:
 - K-1 universal screeners, common assessments, teacher observations, and teacher-created assessments.

Rubric Scoring PK-1

Rubrics with level descriptors have been developed for each standard on the report card. Teachers will use the accompanying rubric to evaluate the student for each objective on the report card to ensure inter-rater reliability.

Curriculum-Based Assessments and Universal Screeners PK-1

When assigning a grade to a curriculum-based assessment, teachers must be consistent across a campus on any given test with the weight of the grade and how scores are assigned. District universal screeners should not be given grades.

Homework PK-1

Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their student's educational program. Homework should be used to reinforce and support mastery of learning and should never be a disciplinary measure.

Homework is an extension of the concepts taught in class or a preview of upcoming content. The purpose and directions for the assignment need to be communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully. When appropriate and possible, homework should be differentiated for students depending on their mastery of the objectives. For Dual Language Programs, homework instructions should be communicated in both Languages. Because students work at different paces, it may take some students more or less time to complete assignments.

For prekindergarten, kindergarten, and first grade, homework should:

- Focus on number sense, oral language, and reading skills development
- Have consistent expectations across the grade level on each campus
- Be developed collaboratively by teachers as a grade-level Professional Learning Committee (PLC)

Reteach and Reassess for Mastery PK-1

- Multiple opportunities will be given to students to show mastery of a standard
- Teachers will work with students in differentiated small groups, focused on student needs
- Opportunities for mastery will accommodate different learning styles of students
- Data points, including anecdotal notes, will be collected to drive instruction until standards are mastered

Acceleration and Intervention PK-1

Every child is expected to make a minimum of one year's growth. It is an expectation that teachers use the small group portion of their instructional day to meet the individual needs of students. In small groups, individual needs will be met through intervention or enrichment/extension. Students will receive the appropriate individual support based on progress monitoring and developmental needs.

Make-up Work PK-1

Make-up work that could be sent home will be minimal because of the developmental nature of the curriculum in the primary grades, where the majority of learning happens during the instructional lesson. Lessons are created around giving students engaging, hands-on opportunities to discuss and explore a given standard. It is difficult to recreate these same opportunities in make-up work.

Grades 2-5

Standards of Mastery 2-5

Mastery shall be determined as follows:

- Assessments and practice shall be given to determine student grades in each subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills shall be validated by the following assessments: curriculum-based assessments.

Types/Categories of Grades 2-5

Students will receive both major 60% (assessments) and minor 40% (practice) grades. Teachers may divide these weighted categories into additional categories.

Major Grades occur at a point in the learning where the teacher is assessing and evaluating mastery of the concepts being taught. Examples of Major Grades include: Projects, Portfolios, Performances, Final Process Writing Pieces, Major Lab Experiences, Oral Presentations, Multimedia Presentations, and Assessments.

Minor Grades occur during the stage of learning in which students are "forming" their understanding of the concepts being taught. Examples of Minor Grades include: Independent Practice, Quizzes, Warm-Ups, Reviews, Progress Checks, Journals, Components of Writing Process, and Lab Experience.

Curriculum-Based Assessments and Universal Screeners 2-5

When assigning a grade to a curriculum-based assessment, teachers must be consistent across a campus on any given test with the weight of the grade and how scores are assigned. District universal screeners should not be given as grades.

Homework 2-5

Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their child's educational program. Homework should be used to reinforce and support mastery of learning and should never be used as a disciplinary measure.

Homework is an extension of the concepts taught in class or a preview of content yet to be covered. The purpose and directions for the assignment need to be communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully. When appropriate and possible, homework should be differentiated for students depending on their mastery of the objectives.

For Dual Language, homework instructions should be communicated in both languages. Because students work at different paces, it may take some students more or less time to complete assignments.

Reteach and Reassess for Mastery 2-5

Students scoring below mastery of "70" on an assignment, including all assignments in major and minor categories, shall be allowed to redo the assignment after completing the prerequisite work. Prerequisite work may include re-teaching, corrections, tutorials, or intervention work. Prerequisite work should be completed within 3 days of the date the student received the original grade. Campus Professional Learning Communities (PLCs) or grade levels must establish a process for assigning grades for redone assignments. The grade must reflect the student's relative mastery of the assignment. Campus Professional Learning Communities-PLCs or grade levels may elect to allow students to redo assignments for the new grade or a maximum grade of "70".

Late Work 2-5

To provide multiple opportunities for students to demonstrate mastery of learning, students who have not turned in work on time will be allowed to submit the work before the end of the grading cycle. If missing work occurred at the end of the interim progress report cycle, the student has five school days to complete any late work.

Extenuating circumstances may occur that are out of the student's control and prevent them from completing and returning homework assignments. The student or parent is responsible for informing the teacher of any such circumstances that prevented the completion of the assignment. Teachers may grant exceptions to this policy as appropriate.

Make-up Work 2-5

Make-up work that could be sent home will be minimal because of the developmental nature of the curriculum. Lessons are created around giving students engaging, hands-on opportunities to discuss and explore a given standard. It is difficult to recreate these same opportunities in make-up work.

Absent students are eligible to do make-up work, regardless of the reason for the absence or

school-related activity. A student should be given three school days to make up the work. In the case of extended absences, one day will be allowed per day of absence for make-up work beyond the three days. For example, a student who is absent on Monday would have 3 school days (Tuesday, Wednesday, and Thursday) to make up the work, and the work would be due on Friday.

Maximum Weight of a grade 2-5

No one grade may count more than 10% of the total grade for the nine-week grading period at the elementary level. Homework shall not count for more than 15% of a student’s average for the nine-week grading period.

Minimum Grades Reported 2-5

To provide students with feedback and multiple opportunities to demonstrate mastery of learning, teachers will provide and post at least 6 major grades and 4 minor grades per content area within a nine-week grading period.

Please note: The above recommendations represent the minimum requirements, and teachers may provide additional assessments and assignments at their discretion. The teacher has the discretion to drop grades provided that the exclusion does not violate the minimum number of reported grades (collectively or in any category).

Posting Grades 2-5

At a minimum, teachers should assign and record at least one (1) major grade in each interim progress period. Teachers should post at least one (1) new grade to the grade book each week. Teachers will record the grade for an assignment in the grade book within one (1) week of when the assignment is due.

Percentage Weight of Grades 2-5

Students will receive both major (assessment) and minor (practice) grades. Major and minor grades will be weighted as follows:

Category of Assignment	Percentage
Major (examples include essays, projects, tests, quizzes, performance assessments)	60%
Minor (examples include homework, quizzes, class activities, practice)	40%
Total	100%

Calculation of Nine-Week Averages 2-5

All major grades, calculated as an average, will carry 60% of the weight of the nine-week grading period. All practice grades, calculated as an average, will carry 40% of the weight of the nine-week grading period. The two averages will be combined in a 60/40 ratio to determine the final average for the nine-week grading period.

Calculation of Semester Grades 2-5

Calculation of semester averages will be an average of the grades of the two nine-week periods.

1st Nine-Week Average	50%	3rd Nine-Week Average	50%
2nd Nine-Week Average	50%	4th Nine-Week Average	50%
Semester Average	100%	Semester Average	100%

Calculation of Year-long Averages 2-5

Calculation of the year-long average will be an average of the two semester averages.

First Semester Average	50%
Second Semester Average	50%
Year-Long Average	100%

SECONDARY GUIDELINES

Grades 6-8

Standards of Mastery 6-8

Mastery shall be determined as follows:

- Assessments and practice shall be given to determine student grades in each subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills shall be validated by the following assessments: curriculum-based assessments.

Types/Categories of Grades 6-8

Student mastery of subject matter may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have written paperwork as their source. Nor is it always necessary to receive a grade for every assignment produced. Although the teacher will monitor and provide feedback to students for any activity that they assign, the feedback does not always need to be in the form of a grade. Assessment should always follow a period of guided practice and/or independent practice.

Assessments 6-8

Formative Assessments take place during the process of learning and teaching. Formative assessment is the monitoring that occurs throughout the process of learning, providing students with feedback on how they are doing and informing the teacher of the next learning steps.

A quiz is a formative assessment that is designed to assess student knowledge along the learning journey over targeted concepts or objectives. These short assessments are written or oral and are usually less formal than examinations. Quizzes can be announced or unannounced.

Summative assessments are culminating assignments, which give information on students' mastery of content, knowledge, or skills and are a collection of information after a unit, grading period, semester, or course.

Unit tests are larger summative assessments designed to assess student knowledge over a unit of study in the curriculum. Units of study contain essential content standards. The unit test poses targeted questions that address the identified content strands, promote students' thinking, and result in active

application of learning.

Curriculum-based assessments are designed to assess student performance and mastery of the prescribed curriculum objectives. They cover the TEKS addressed in the Scope and Sequence for a specified period of the course. When assigning a major grade to a curriculum-based assessment, teachers must be consistent across a campus on any given test with the weight of the grade and how scores are assigned.

Performance-Based Courses and Assessments 6-8

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include courses within the Visual and Performing Arts, Career and Technical Education, Athletics, and Physical Education departments.

In many performance-based courses, the grading and assignments must reflect the TEKS and a measure of the student's performance. In performance-based courses, a higher percentage of the grade may come from successful participation.

Performance assessments are measures of a student's progress toward mastery of the TEKS. Many forms of assessment may or may not be utilized by individual teachers. Types of performance assessments include, but are not limited to:

- Classroom participation
- Oral responses
- Experiments
- Checklists of skills
- Teacher observation
- Anecdotal notes
- Homework assignments
- Classroom discussions
- Written responses, including notebook/journal entries
- Research project
- Portfolios
- Collaborative group work/projects
- Conferencing sessions
- Performance in an extracurricular or co-curricular event, such as an evening concert or play

Major Grades 6-8

Major grades are culminating assignments, which give information on students' mastery of content, knowledge, or skills. They serve to evaluate mastery of the TEKS and provide opportunities to demonstrate identified knowledge or skills. Major assignments must be scheduled and announced in advance.

Term papers or projects are in-depth class work or homework assignments that may take up to several weeks to complete.

- Teachers may assign term papers or projects to an individual or a group of students as determined by the teacher.
- A rubric must be provided to the student before beginning the project/paper.
- Term papers or projects assigned over a lengthy period will be provided to the student in writing.

A lab is an activity that could require students to do some or all of the following: collect data/make observations, follow procedures, analyze the data, and form conclusions. The teacher will identify and inform students which labs are associated with major grades.

Compositions are formal writing assignments. Compositions often take more than one class period to complete and are graded for many components. These smaller components of the writing process may be graded as daily grades. The evaluation of the writing process and the content are major determinants when scoring a student's composition.

Minor Grades 6-8

Class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There could be occasions where class work becomes homework. Homework is work assigned to be completed at home, either as an extension of the assignment, a review of concepts covered through guided practice in class, or a preview activity for the next class. The purpose and directions for the assignment need to be communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully.

Curriculum-Based Assessments and Universal Screeners 6-8

When assigning a grade to a curriculum-based assessment, teachers must be consistent across a campus on any given test with the weight of the grade and how scores are assigned. District universal screeners should not be given as grades.

Homework 6-8

Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their child's educational program. Homework should be used to reinforce and support mastery of learning and should never be used as a disciplinary measure.

Homework is an extension of the concepts taught in class or a preview of content yet to be covered. The purpose and directions for the assignment need to be communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully. When appropriate and possible, homework should be differentiated for students depending on their mastery of the objectives.

For grades 6-8, homework is determined by the campus grade level Professional Learning Committee (PLCs). If a homework grade is to be taken, it should be a minor grade.

Reteach and Reassess for Mastery 6-8

Students scoring below mastery of "70" on an assignment, including all assignments in major and minor categories, shall be allowed to redo the assignment after completing the prerequisite work.

Prerequisite work may include re-teaching, corrections, tutorials, or intervention work. Prerequisite work should be completed within 3 days of the date the student received the original grade. Campus Professional Learning Communities (PLCs) or grade levels must establish a process for assigning grades for redone assignments. The grade must reflect the student's relative mastery of the assignment.

Campus Professional Learning Communities-PLCs or grade levels may elect to allow students to redo assignments for the new grade or a maximum grade of "70".

Late Work 6-8

To provide multiple opportunities for students to demonstrate mastery of learning, students who have not turned in work on time will be allowed five school days, from the date the assignment was due, to complete and submit any late work.

Extenuating circumstances may occur that are beyond the control of the student and which prevent them from completing and returning homework assignments. The student or parent is responsible for informing the teacher of any such circumstances that prevented the completion of the assignment. Teachers may grant exceptions to this policy as appropriate.

Make-up Work 6-8

Absent students are eligible to do make-up work, regardless of the reason for the absence or school-related activity. A student should be given three school days to make up the work. In the case of extended absences, one day will be allowed per day of absence for make-up work beyond the three days. For example, a student who is absent on Monday would have 3 school days (Tuesday, Wednesday, and Thursday) to make up the work, and the work would be due on Friday.

Extra Credit 6-8

Extra Credit may be assigned by a teacher but may only be based on academic work above the regular course expectations.

Maximum Weight of a grade 6-8

No one grade may count more than 15% of the total grade for the nine-week grading period at the middle school level. Homework shall not count for more than 15% of a student's average for the nine-week grading period.

Minimum Grades Reported 6-8

Teachers are encouraged to provide a sufficient number of grades to allow for multiple opportunities for students to demonstrate mastery of the TEKS. Students should receive a minimum of 10 grades per nine-week grading period.

The teacher has the discretion to drop grades. The minimum number of grades must still be recorded, and the maximum weight of a single grade cannot be exceeded after a grade is dropped.

Please note: The above recommendations represent the minimum requirements, and teachers may provide additional assessments and assignments at their discretion.

Posting Grades 6-8

To provide students with timely feedback, grades should be posted at regular intervals. At a minimum, teachers should assign and record at least 1 major grade in each interim progress report period. Teachers should post at least 1 new grade to the grade book each week. Teachers will record the grade for an assignment in the grade book within 1 week of when the assignment is due.

Incomplete Grades 6-8

An Incomplete grade may be given temporarily (seven (7)-day period). Under extenuating circumstances, the principal may extend time beyond this period.

For UIL eligibility purposes, a student with an incomplete grade in any class is ineligible at the end of the seven-day period unless the incomplete grade is replaced with a passing grade before the end of the seven days. 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 following district policy regarding time allowed for make-up work and the conditions under which make-up work is allowed.

Percentage Weight of Grades 6-8

Students will receive both major (assessment) and minor (practice) grades. Major and minor grades will be weighted as follows:

Category of Assignment	Percentage
Major (examples include essays, projects, tests, quizzes, performance assessments)	60%
Minor (examples include homework, quizzes, class activities, practice)	40%
Total	100%

Calculation of Nine-Week Averages 6-8

All major grades, calculated as an average, will carry 60% of the weight of the nine-week grading period. All practice grades, calculated as an average, will carry 40% of the weight of the nine-week grading period. The two averages will be combined in a 60/40 ratio to determine the final average for the nine-week grading period.

Calculation of semester 6-8

Calculation of semester averages will be an average of the grades of the two nine-week periods.

1st Nine-Week Average	50%	3rd Nine-Week Average	50%
2nd Nine-Week Average	50%	4th Nine-Week Average	50%
Semester Average	100%	Semester Average	100%

High school credit courses taken in middle school will follow the high school credit course calculations.

Calculation of Year-long Averages 6-8

Calculation of the year-long average will be an average of the two semester averages.

First Semester Average	50%
Second Semester Average	50%
Year-Long Average	100%

High school credit courses taken in middle school will follow the high school credit course calculations.

Calculation of Accelerated Courses

Courses that earn one full credit during a semester are considered accelerated courses. For example, if Spanish I is taught in one semester instead of two semesters, it is considered accelerated. For grades to

calculate a final average, teachers must administer semester exams at the end of each nine-week grading period.

1st Nine-Week Average	90%	3rd Nine-Week Average	90%
Semester Exam Grade	10%	Semester Exam Grade	10%
Semester Average for .5 credit	100%	Semester Average for .5 credit	100%
2nd Nine-Week Average	90%	Semester Exam Grade	90%
Semester Exam Grade	10 %	4th Nine-Week Average	10 %
Semester Average for .5 credit	100%	Semester Average for .5 credit	100%

Grades 9-12

Standards of Mastery 9-12

Mastery shall be determined as follows:

- Assessments and practice shall be given to determine student grades in each subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills shall be validated by the following assessments: curricular-based assessments.

Types/Categories of Grades 9-12

Student mastery of subject matter may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have written paperwork as their source. Nor is it always necessary to receive a grade for every assignment produced. Although the teacher will monitor and provide feedback to students for any activity that they assign, the feedback does not always need to be in the form of a grade. Assessment should always follow a period of guided practice and/or independent practice. Students' work may be evaluated for more than one subject area as appropriate.

Assessments 9-12

Formative Assessments take place during the process of learning and teaching. Formative assessment is the monitoring that occurs throughout the process of learning, providing students with feedback on how they are doing and informing the teacher of the next learning steps.

A quiz is a formative assessment that is designed to assess student knowledge along the learning journey over targeted concepts or objectives. These short assessments are written or oral and are usually less formal than examinations. Quizzes can be announced or unannounced.

Summative assessments are culminating assignments, which give information on students' mastery of content, knowledge, or skills and are a collection of information after a unit, grading period, semester, or course.

Unit tests are larger summative assessments designed to assess student knowledge over a unit of study

in the curriculum. Units of study contain essential content standards. The unit test poses targeted questions that address the identified content strands, promote students' thinking, and result in active application of learning.

Curricular-based assessments are designed to assess student performance and mastery of the prescribed curriculum objectives for a grading period based on the needs of each core area. They cover the TEKS addressed in the Scope and Sequence for a specified period of the course. When assigning a major grade to a curricular-based assessment, teachers must be consistent across a campus on any given test with the weight of the grade and how scores are assigned.

Performance-Based Courses and Assessments 9-12

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include courses within the Visual and Performing Arts, Career and Technical Education, Athletics, and Physical Education departments.

In many performance-based courses, the grading and assignments must reflect the TEKS and a measure of the student's performance. In performance-based courses, a higher percentage of the grade may come from successful participation.

Performance assessments are measures of a student's progress toward mastery of the TEKS. Many forms of assessment may or may not be utilized by individual teachers. Types of performance assessments include, but are not limited to:

- Classroom participation
- Oral responses
- Experiments
- Checklists of skills
- Teacher observation
- Anecdotal notes
- Homework assignments
- Classroom discussions
- Written responses, including notebook/journal entries
- Research project
- Portfolios
- Collaborative group work/projects
- Conferring sessions
- Performance in an extracurricular or co-curricular event, such as an evening concert or play

Major Grades 9-12

Major grades are culminating assignments, which give information on students' mastery of content, knowledge, or skills. They serve to evaluate mastery of the TEKS and provide opportunities to demonstrate identified knowledge or skills. Major assignments must be scheduled and announced in advance.

Term papers or projects are in-depth class work or homework assignments that may take up to several weeks to complete.

- Teachers may assign term papers or projects to an individual or to a group of students as determined by the teacher.
- A rubric must be provided to the student prior to beginning the project/paper.

- Term papers or projects assigned over a lengthy period will be provided to the student in writing.

A lab is an activity that could require students to do some or all of the following: collect data/make observations, follow procedures, analyze the data, and form conclusions. The teacher will identify and inform students which labs are associated with major grades.

Compositions are formal writing assignments. Compositions often take more than one class period to complete and are graded for many components. These smaller components of the writing process may be graded as daily grades. The evaluation of the writing process and the content are major determinants when scoring a student's composition.

Minor Grades 9-12

Class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There could be occasions where class work becomes homework. Homework is work assigned to be completed at home, either as an extension of the assignment, a review of concepts covered through guided practice in class, or a preview activity for the next class. The purpose and directions for the assignment need to be communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully.

Curriculum-Based Assessments and Universal Screeners

When assigning a grade to a curriculum-based assessment, teachers must be consistent across a campus on any given test with the weight of the grade and how scores are assigned. District universal screeners should not be given as grades.

Homework 9-12

Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their child's educational program. Homework should be used to reinforce and support mastery of learning and should never be used as a disciplinary measure.

Homework is an extension of the concepts taught in class or a preview of content yet to be covered. The purpose and directions for the assignment need to be communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully. When appropriate and possible, homework should be differentiated for students depending on their mastery of the objectives.

For grades 9-12, homework should:

- be completed outside of class
- provide an additional opportunity for practice
- be an extension of the assignment or concepts that were covered through guided practice in class
- be a preview activity for learning that will occur in the next class

Advanced Placement Weights and Categories 9-12

Advanced placement (AP) course percentage weight and types/categories of grades will be

determined at the campus level. Where more than one AP content teacher is on a campus, the percentage weight and types/categories of grades shall be consistent.

The AP teacher will communicate to students and parents the percentage weight and types/categories of grades for the course on the course syllabus or in writing within five days of the beginning of school or the student entering the course.

AP courses will follow all other grading guidelines as described in this handbook.

Reteach and Reassess for Mastery 9-12

Students scoring below mastery of “70” on an assignment, including all assignments in major and minor categories, shall be allowed to redo the assignment after completing the prerequisite work.

Prerequisite work may include re-teaching, corrections, tutorials, or intervention work. Prerequisite work should be completed within 3 days of the date the student received the original grade. Campus Professional Learning Communities (PLCs) or grade levels must establish a process for assigning grades for redone assignments. The grade must reflect the student's relative mastery of the assignment. Campus Professional Learning Communities (PLCs) or grade levels may elect to allow students to redo assignments for the new grade or a maximum grade of “70”.

Reassess Final Exam and Midterms

Students scoring below a mastery of “70” on a final exam or midterm **will not** be allowed to redo the midterm or final assessment. There is no opportunity for reteach and prerequisite work on final exams and midterms.

Late Work 9-12

To provide multiple opportunities for students to demonstrate mastery of learning, students who have not turned in work on time will be allowed five school days, from the date the assignment was due, to complete and submit any late work.

Extenuating circumstances may occur that are beyond the control of the student and which prevent them from completing and returning homework assignments. The student or parent is responsible for informing the teacher of any such circumstances that prevented the completion of the assignment. Teachers may grant exceptions to this policy as appropriate.

Make-up Work 9-12

Absent students are eligible to do make-up work, regardless of the reason for the absence or school-related activity. A student should be given three school days to make up the work. In the case of extended absences, one day will be allowed per day of absence for make-up work beyond the three days. For example, a student who is absent on Monday would have 3 school days (Tuesday, Wednesday, and Thursday) to make up the work, and the work would be due on Friday.

Extra Credit 9-12

Extra Credit may be assigned by a teacher, but it may only be based on academic work above the regular course expectations.

Maximum Weight of a grade 9-12

No single grade may account for more than 20% of the total grade for the nine-week grading period at the high school level. Homework shall not count for more than 15% of a student’s average for the

nine-week grading period.

Minimum Grades Reported 9-12

Teachers are encouraged to provide a sufficient number of grades to allow for multiple opportunities for students to demonstrate mastery of the TEKS. Students should receive a minimum of 10 grades per nine-week grading period.

The teacher has the discretion to drop grades. The minimum number of grades must still be recorded, and the maximum weight of a single grade cannot be exceeded after a grade is dropped.

Please note: The above recommendations represent the minimum requirements, and teachers may provide additional assessments and assignments at their discretion.

Posting Grades 9-12

To provide students with timely feedback, grades should be posted at regular intervals. At a minimum, teachers should assign and record at least 1 major grade in each interim progress report period. Teachers should post at least 1 new grade to the grade book each week. Teachers will record the grade for an assignment in the grade book within 1 week of when the assignment is due.

Incomplete Grades 9-12

An Incomplete grade may be given temporarily (seven (7)-day period). Under extenuating circumstances, the principal may extend time beyond this period.

For UIL eligibility purposes, a student with an incomplete grade in any class is ineligible at the end of the seven-day period unless the incomplete grade is replaced with a passing grade before the end of the seven days. 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 following district policy regarding time allowed for make-up work and the conditions under which make-up work is allowed.

Percentage Weight of Grades 9-12

Students will receive both major (assessment) and minor (practice) grades. Major and minor grades will be weighted as follows:

Category of Assignment	Percentage
Major (examples include essays, projects, tests, quizzes, performance assessments)	70%
Minor (examples include homework, quizzes, class activities, practice)	30%
Total	100%

Calculation of Nine-Week Averages 9-12

All major grades, calculated as an average, will carry 70% of the weight of the nine-week grading period. All minor grades, calculated as an average, will carry 30% of the weight of the nine-week grading period. The two averages will be combined in a 70/30 ratio to determine the final average for the nine-week grading period.

Calculation of Semester Averages 9-12

All secondary courses will calculate and report a semester average. Calculated averages reported on progress reports or report cards may not exceed 100%. Grades recorded in a grade book represent a confidential record for the assessment of student performance.

1st Nine-Week Average	45%	3rd Nine-Week Average	45%
2nd Nine-Week Average	45%	4th Nine-Week Average	45%
Semester Exam	10%	Semester Exam	10%
Semester Average	100%	Semester Average	100%

When a student is exempt from an exam, the spring semester average will be the average of the nine-week grading periods.

1st Nine-Week Average	45%	3rd Nine-Week Average	50%
2nd Nine-Week Average	45%	4th Nine-Week Average	50%
Semester Exam	10%	Semester Exam	X
Semester Average	100%	Semester Average	100%

Calculation of Year-long Averages 9-12

Students in high school credit courses receive separate and independent grades for each semester for a year-long course. However, semesters will be averaged to calculate an overall year-long average for course credit. Attendance requirements for earning course credit or an attendance waiver must be met.

First Semester Average	50%
Second Semester Average	50%
Year-Long Average	100%

Exam Exemptions 11-12

Students in grades 11-12 who meet the criteria listed below may earn the opportunity to be exempt from one or more final exams. Students may earn exemptions by achieving strong course grades, good attendance, and satisfying the College, Career, and/or Military Readiness criteria outlined below.

Final Exam Definition: A final exam is defined as the cumulative assessment for a semester course (at the end of the semester for .5 credit) and a year-long course (at the end of the year for 1.0 credit courses).

Attendance: Attendance is considered individually for each course. An exemption from finals can be earned for each course taken.

The decision to take an exemption(s) is up to each student. Individual students must maintain the following:

For Semester Courses:

1. Course grade of 90 or better and no more than 2 absences during the course OR
2. Course grade of 80 or better and no more than 1 absence during the course;

For Year-Long Courses:

1. Course grade of 90 or better and no more than 3 absences during the course OR
2. Course grade of 80 or better and no more than 2 absences during the course;

AND

3. Successfully satisfy at least one College-Ready, Career-Ready, **or** Military Indicator ([see CCMR chart](#)):

AND

4. Complete the FAFSA or TAFSA (Seniors Only)

AND

5. Complete the ApplyTexas Application or Common Application (Seniors Only);

UNIVERSITY INTERSCHOLASTIC (UIL) ELIGIBILITY ADVANCED PLACEMENT (AP) WAIVERS

Texas Education Code 33.081 (c) and FM (LEGAL) (Refer to UIL website

<https://www.uil-texas.org/policy/tea-uil-side-by-side>)

UIL Eligibility

A student shall be suspended from participation in any extracurricular activity/organization sponsored or sanctioned by the district or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than an identified honors or advanced class.

A suspension will continue for at least three school weeks and is not removed during the school year until the conditions for removing the suspension, as described below, are met.

Until the suspension is removed or the school year ends, the district shall review the grades of a student suspended under these provisions at the end of each three weeks following the date on which the suspension began. At the time of a review, the suspension is removed if the student's grade in each class, other than a TEA-identified advanced course, is equal to or greater than the equivalent of 70 on a scale of 100. The principal and each of the student's teachers shall determine the student's grades.

Grade Waiver Process

Students who fail a high school advanced course with a grade between 60 and 69 may apply for a waiver, which will allow them to continue to participate in co-curricular activities. Students will be allowed two waivers per year, which they may use at their discretion. This is two waivers in total, not two waivers per course.

Waivers can be used at interim progress reports and marking periods beginning with Interim Progress Report 2. Waiver requests can be obtained from the administrative office and require signatures from both parents and teachers.

Courses for which a waiver may be requested are:

1. All AP courses
2. English Language Arts—Advanced
3. Languages Other than English—Advanced
4. Mathematics—Advanced
5. Science—Advanced
6. Social Studies—Advanced

The principal or designee shall approve the waivers and communicate with the appropriate coach or sponsor. A student with an incomplete grade in any class is ineligible at the end of the seven-day grace period unless the incomplete was replaced with a passing grade before the end of the seven-day grace period, unless special circumstances warrant an extension approved by the campus principal.

Middle school students are not eligible for waivers of a failing grade in any Advanced or Advanced Placement courses.

APPENDIX A: ADVANCED PLACEMENT GRADE EXEMPTION WAIVER

Paper Form

Pflugerville Independent School District Grade Exemption Waiver

Student Name:	ID#	Grade:
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Grading Period: (Circle One)

1st Nine Week

2nd Nine Week

3rd Nine Week

4th Nine Week

UIL Activities:	
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USE POLICY: Students are permitted to use this waiver form for one course per semester. Waiver forms can only be used for grade(s) of 60 or above. The form must be submitted to the assigned campus administrator before the end of the grace period week for the intended eligibility cycle.

Course Name	Teacher	Approved / Denied

Signature	Date
Student Signature:	
Parent Signature:	
Administrator Signature:	

Google Form

This [Google Form](#) can be used as an alternative to a paper form.