

**Sanger ISD**  
**Grading Guidelines**  
**2026-2027**



## **TABLE OF CONTENTS**

### SANGER ISD GRADING GUIDELINES (ALL GRADE LEVELS)

[Philosophy](#)

[Mastery of Texas Essential Knowledge and Skills](#)

[Definition of Formative and Summative Assessments](#)

[Absences](#)

[Homework](#)

[Late Work](#)

[Makeup Work](#)

[Corrections/Re-do Work EIA\(LOCAL\)](#)

[Report Cards/Progress Reports and Conferences](#)

[Academic Dishonesty](#)

[Evaluation of Grades/Credit from Foreign Countries or Non-Accredited Schools](#)

[Transcript Recording From Non-SISD Schools](#)

### HIGH SCHOOL GRADING GUIDELINES

[Grade Computations for High School \(Grades 9-12\)](#)

[UIL Eligibility](#)

[Communication Timelines and Review of Curriculum Materials](#)

[Promotion, Retention, and Award of Credit - Grades 9-12](#)

[Summer School Grades](#)

[Dual Credit Courses](#)

[OnRamps Grading Guidance](#)

[Withdrawal from Dual Credit Courses](#)

[Course Level Changes](#)

[Schedule Changes](#)

[Class Rank Calculation EIC\(LOCAL\)](#)

### MIDDLE SCHOOL GRADING GUIDELINES

[Grade Computations for Middle School \(Grades 7-8\)](#)

[Communication Timelines and Review of Curriculum Materials](#)

[Promotion, Retention, and Award of Credit - Grades 6-8](#)

[UIL Eligibility](#)

[Course Level Changes](#)

### Grade 6 GRADING GUIDELINES

[Grade Computations for Grade 6](#)

[Communication Timelines and Review of Curriculum Materials](#)

[Promotion, Retention, and Award of Credit - Grades 6-8](#)

[Course Level Changes](#)

[ELEMENTARY SCHOOL GRADING GUIDELINES](#)

[Grade Computations for Pre-K-5th Grade](#)

[Pre-Kindergarten](#)

[Kindergarten and 1st Grade](#)

[Grades 2-5](#)

[Elementary Specials Grading Rubrics](#)

[Progress Reports for Standards-based Grading \(Grades K & 1\)](#)

[Posting Grades \(Grades 2-5\)](#)

[Transfer Grades for Elementary Students](#)

[Retention and Promotion](#)

## SANGER ISD GRADING GUIDELINES (ALL GRADE LEVELS)

### Philosophy

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or course in a sequence of courses. [EIA\(LOCAL\)](#).

Learning standards are concise written descriptions of what students are expected to know and be able to do at a specific stage of their education. Assignments, assessments, projects, and other instructional activities shall be designed so that each student's performance indicates a measurable level of mastery. Therefore:

- A grade is a measurement of a student's mastery of the learning objective.
- Best practices and district expectations occur when teachers clearly communicate learning objectives to students and provide clear guidelines for how work is assessed.
- Grades reflect mastery of the TEKS/SEs and not classroom behavior, participation, attendance, tardies, lack of supplies, or improper format when the format is not a part of the objective.

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

- During each grading period, a sufficient number of grades are taken to support the grade average assigned.
- The District shall issue grade reports/report cards every quarter in a manner approved by the Superintendent or designee.
- Performance shall be measured in accordance with this policy and the standards established in [EIE\(LOCAL\)](#).

### Mastery of Texas Essential Knowledge and Skills

Sanger Independent School District has provided a well-balanced curriculum on the state-prescribed Texas Essential Knowledge and Skills (TEKS). Students will have the opportunity to master the knowledge, skills, and competencies established by the district curriculum and state standards.

SISD will utilize ongoing mastery assessments to determine which students are in need of remediation (re-teaching and acceleration). The use of benchmark tests, teacher-developed tests, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

### **Definition of Formative and Summative Assessments**

Formative assessments are those assessments that are done frequently to help drive classroom instruction. These may include class work, daily assignments, quizzes, exit tickets, etc. that are completed during an instructional unit.

Summative assessments are those assessments that are done to gauge student learning at the completion of an instructional unit. Examples include unit assessments, tests, projects, presentations, etc. Before a summative grade is assigned, the teacher is to have adequately taught the concept, and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice with specific feedback. Major or long-term projects should be closely monitored with two or three formative grades at set intervals prior to the summative grade.

### **Absences**

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

### **Homework**

Sanger ISD embraces current research that indicates a healthy, rested student with a well-rounded life outside of academics is an optimum learner. Homework will be assigned in the event of a major project that needs additional time for completion. If students did not complete their classwork in a reasonable period of time or were excessively off task during an assignment, they would need to bring it home to complete it. Students enrolled in Honors/Advanced/Dual Credit classes may be required to complete outside assignments at the teacher's discretion.

***Homework should never be a disciplinary measure, nor should its purpose be to teach the characteristics of responsibility.***

### **Late Work**

Assignment due dates are set by the teacher and communicated to the students. Late work is any assignment that is not turned in on the day it is due except when a student is absent from class.

- Assignments must be completed and turned in on the assigned date to receive full credit.
- If a student fails to complete a classroom assignment, the teacher will implement intervention strategies to assist the student in completing the assignment.
- Late work will receive a deduction of ten points for each school day it is submitted late, up to a maximum reduction resulting in a grade of zero.
- Honors and AP Courses per nine weeks - Students may submit three late assignments with ten points deducted for each school day it is submitted late, up to a maximum reduction resulting in a grade of zero.
- Corrections cannot be made on late assignments.

### **Makeup Work**

Students shall be expected to make up assignments or assessments after an absence. The district will not impose a grade penalty for makeup work. Students will receive missed instruction, and alternative assignments may be given to determine their mastery of learning objectives.

- Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
- Under extenuating circumstances, such as long-term illness or family emergencies, teachers may give students more than one day for each missed day to make up assignments.
- A student suspended from his/her regular classes and placed in OSS is to request makeup work when he/she returns to school. The student will be given the number of days absent to make up assignments unless there is an extenuating circumstance.
- School-related absences are given the same amount of time to complete makeup work as non-school-related absences. Students absent from class due to school-sponsored activities are instructed to speak with their classroom teachers prior to the planned absence.
- A student should not, on the day of returning to school, be required to take a quiz or test. The student should be afforded the opportunity to complete content, test review, and ask clarifying questions of the teacher before a test is given.
- Make-up tests or quizzes should be administered before/after school or during tutorial times to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day.
- Exceptions may be granted by the campus administration in extenuating circumstances.

### Corrections/Re-do Work EIA(LOCAL)

Sanger ISD allows students the opportunity to make corrections on assignments or re-do quizzes, assessments, or projects that reflect mastery of the course TEKS/SEs in which the student has not met mastery of 70%. In order to support mastery, teachers shall provide the student an opportunity for appropriate interventions before/after school or during tutorial times. Students are required to receive intervention before re-doing any quiz or assessment. Corrections on assignments or re-do quizzes, assessments, or projects must be completed within ten days of receiving a grade. The re-do of quizzes and assessments can be similar to the original, or it can be an alternate version of the original, including an oral quiz or assessment. Students must complete the intervention and corrections/re-do before the end of each progress report grading period.

The corrections/re-do of assignments, quizzes, assessments, or projects does not apply to work that was subject to a penalty due to academic dishonesty, STAAR simulations, or work turned in late. The highest grade reported for the corrections/re-do will be 70%.

If 50% of all the students on a single assessment do not demonstrate mastery, the teacher is obligated to reteach and retest during class time. Students with three or more zeros on assignments over the assessed material may be excluded from the calculation.

### Report Cards/Progress Reports and Conferences

At the end of each grading period, student's grades are available through the online parent portal to inform parents of the student's progress in the course. Additionally, interim progress reports shall be issued for all students after the third and sixth week of each grading period. Electronic report cards and interim progress reports are designed to be convenient and easy for parents to access their student's grades while supporting the district's efforts to reduce printing. Parents may request a printed copy of report cards and progress reports to be sent home with the student.

**Teachers shall initiate parent contact within three (3) days from the time interim progress reports are available for students whose average is below 70.** Teachers shall also initiate parent contact at the end of each grading period for students whose average is below 70. All communication should be documented and kept by the teacher.

Questions about grading calculations should first be discussed with the teacher; if the question is unresolved, the student or parent may request a conference with the principal.

When reporting and recording any failing grade below 50 for the grading period on the report card, teachers must provide evidence of the actions taken to remediate the student. This must

include parental contact, reteaching, tutorials, etc. Evidence must be provided to the campus administrator before grades are posted.

Teachers must enter grades from the previous school week by the following Monday.

### **Academic Dishonesty**

Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties and grade penalties on assignments or tests. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employees, taking into consideration written materials, observation, or information from students. Classroom teachers are expected to communicate with the student's parents when academic dishonesty is discovered. Administrators will communicate disciplinary consequences.

Academic dishonesty includes but is not limited to:

- Copying work for homework, test, or any other assignment, whether verbally, in written form, or electronically.
- Allowing another student to copy your work for homework, test, or any other assignment, whether verbally, in written form, or electronically.
- Presenting collaborative work as individual work.
- Fabricating data, information, or sources.
- Using unauthorized help or information during the completion of an assignment or assessment. This may include textbook answer keys, study guides such as Sparknotes, cheat sheets, cell phones, or other physical or online sources.
- Asking about or sharing questions and/or answers to quizzes and exams.
- Submitting the same work for more than one assignment without express permission from your teacher(s).
- Altering corrections or scores with the intent of changing your grade.
- Leaving an online assessment screen, such as Canvas, during the assessment for any reason without a teacher's permission.
- Using answers or essays generated through artificial intelligence (AI) programs such as ChatGPT.

Consequences are per course:

#### ***First Offense***

- If 20% or more of an assignment is determined to be generated by artificial intelligence or plagiarized, the assignment will be redone.

- Academic dishonesty, not including the use of AI or plagiarism, will result in a grade of zero for the assignment, along with reassessment for a maximum grade of 50.
- One day of Saturday School
- Notify the National Honor Society sponsor, extracurricular coaches/sponsors if applicable.

### *Second Offense*

- A grade of zero for the assignment with no reassessment allowed
- One day of In-School Suspension
- Notify the National Honor Society sponsor, extracurricular coaches/sponsors if applicable

### *Third Offense*

- A grade of zero for the assignment with no reassessment allowed
- Three days of In-School Suspension
- Notify the National Honor Society sponsor, extracurricular coaches/sponsors if applicable

## **Evaluation of Grades/Credit from Foreign Countries or Non-Accredited Schools**

We do not accept credit from non-accredited programs. Students coming from non-accredited schools may opt to show mastery through credit by examination. Foreign transcripts coming from an accredited school will be accepted, and the alpha grade will be converted to a numeric grade. For foreign transcripts with unconfirmed accreditation, the transcript will be evaluated; students may need to show mastery through credit by examination.

## **Transcript Recording From Non-SISD Schools**

A student who transfers into the District shall receive the grades that were earned in courses at other accredited schools. Higher-level course credits earned shall receive grade points according to the list of higher-level courses offered in the District and the grade point scale used for credit earned in the District. Students shall not receive weighted grade points for courses not available in SISD, with the exception of International Baccalaureate courses. Letter grades will be converted as follows:

Letter Grade	Numeric Grade
A+	98
A	95

A-	93
B+	88
B	85
B-	83
C+	78
C	77
C-	76
D+	73
D	72
D-	71
F	69

If a student transfers in from an out-of-state district with a passing grade that is 69 or below, the District shall award the student a grade of 70.

**HIGH SCHOOL GRADING GUIDELINES**

**Grade Computations for High School (Grades 9-12)**

**Percentage of Weight - High School**

## Sanger ISD Grading Guidelines 2026-2027

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Summative Grades - 60% (core subjects) 50% (electives)

At least 3 recorded grades per grading period

*One summative grade must be from a unit or combination of units for the nine week grading period. Other summative grades may come from tests, projects, term papers, and similar assignments.*

Formative Grades - 40% (core subjects) 50% (electives)

At least 9 recorded grades per grading period for on-level and honors courses

At least 6 recorded grades per grading period for AP courses

*Examples - Classwork, Quizzes, Homework, notebooks, journals, notes, and similar assignments*

- No grades will be recorded for interim/benchmark assignments.
- When calculating a nine-week average, no single assignment/assessment grade may count as more than 20% of the total average, regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%.

### **UIL Eligibility**

For the purposes of determining UIL eligibility:

- Grades will be posted by the official grading deadline (Refer to the TEA/UIL Academic Eligibility Calendar).
- A student who is missing assignments due to an absence at the end of a grading period should be given an incomplete.
- Students have five (school) days after the grade posting deadline to complete incomplete assignments.
- In accordance with TEC 74.30, courses that meet TEA guidelines for advanced level courses in the areas of RLA, mathematics, science, social studies, economics, or languages other than English have been designated as courses that may be exempt from “No Pass, No Play” requirements for Sanger ISD. *For a complete list of courses, please contact your campus counselor.*

### **Communication Timelines and Review of Curriculum Materials**

- Student work/assessments that receive a numeric grade shall be entered into the grade book within five (5) school days of being given to the teacher, and feedback shall be given. This also includes makeup or missing work that is submitted.
- For projects/research papers and/or essays, students will be provided the opportunity to re-submit the assignment after receiving the grade/feedback if the grade is below 70%. This second submission is limited to a maximum grade of 70. Projects/research papers

and/or essays shall be graded and returned within the same grading period that they are completed and submitted to the teacher. Expectations for long-term assignments include:

- Tasks are actively monitored with timely feedback that tracks a student's work/progress toward mastery. Major corrections are addressed before a final grade is earned.
- Teachers are expected to provide clear and consistent communication to students concerning deadlines and academic progress on any long-term assignment.
- Students who choose to resubmit projects/research papers and/or essays have five days from the original graded and returned projects/research papers and/or essays.
- **After the third grade of "0" or "Missing Assignment" [M] is assigned to a student in a grading period, the teacher must contact the parent.** If the problem persists, a student-teacher-parent conference is required.

### **Promotion, Retention, and Award of Credit - Grades 9-12**

(Courses in which a STAAR EOC is not administered, including courses taken in grade 8 for high school credit)

Mastery of at least 70 percent of the objectives on formative and summative assignments shall be required.

1. Grade level advancement for students in grades 9 - 12 shall be earned by course credits.
  - a. If a student earns a grade of 70 or above in a one-semester course, 0.5 credit for the course shall be awarded.
  - b. If a student earns a grade of 70 or above in both semesters of a full-year course, 1.0 credit for the course shall be awarded.
  - c. If a student earns a failing grade during the fall or spring semester in a full-year course, and the final average for the year is greater than or equal to 70, 1.0 credit for the course shall be awarded. This applies to Sanger High School courses from the fall and spring semesters of the same academic year.
  - d. If a student earns a grade of 70 or above for one semester of a full-year course but not the other semester; only the credits from the past semester are awarded.
  - e. Credit shall be awarded for a failed semester when it is repeated, and the student earns a grade of 70 or above. Both grades will be recorded on the transcript, and both grades will be factored into the GPA.

All high school students are classified as members of a particular class as of the first day of each school year. However, students who have not been promoted to a higher grade due to a lack of credits may be eligible for reclassification at the end of the first semester. In order to be considered for reclassification at the end of the first semester, the student must have an approved graduation plan. Students will be promoted based on total credits; however, only state credits will apply toward graduation. Minimum grade classification requirements for grade levels include:

Freshman	(09)	0 - 5 ½ credits
Sophomore	(10)	6 - 12 ½ credits
Junior	(11)	13 - 18 ½ credits
Senior	(12)	19 + credits
Graduate w/ Endorsement		26 credits

### **Summer School Grades**

- A student failing the regular semester and attending summer school for that semester shall receive a passing grade for that course if the curriculum is mastered. That grade will be included in the calculation of the student's GPA.
- Students may take approved courses for acceleration. Students should confer with their counselor to approve courses. In those situations, the numeric grade the student receives in summer school will be factored into the GPA.

### **Dual Credit Courses**

Students in Sanger High School may earn credit toward high school graduation by completing an approved college-level course in any accredited college or university under the following provisions:

1. Students interested in taking a course for dual credit must obtain a Dual Credit Agreement form from the student's counselor. This form will be signed by a school designee (counselor or administrator), the parent/guardian, and the student.
2. In addition to the completed Dual Credit Agreement form, the student must complete the college's Application for Admission and provide the college with an official high school transcript and SAT or ACT scores. If the SAT or ACT scores do not exempt the student from a college entrance exam, then the student must pass the

TSIA2 placement test. Please look for testing dates and times at Sanger High School and or search your local colleges for dates, times, and costs of placement testing.

3. Credit for successfully completing one-semester college course(s) is earned in  $\frac{1}{2}$  credit increments according to the crosswalk agreement between the high school and college. College number grades that are considered “passing” for college credit will be converted to a high school numeric grade of 70, and high school credit will be awarded. Any grade below the high school’s converted grade of 70 will result in no credit being awarded for any equivalent high school course.
4. Students do NOT earn high school credit for concurrent college classes. Students are required to show proof of enrollment in the course for a release for a concurrent class. Grades for concurrent enrollment are not posted on the transcript, nor are they provided a class period during the school day to complete coursework.
5. Students enrolled in Dual Credit courses will follow the grading policy within the syllabus created by their instructor under the direction of the cooperating higher education entity (e.g., NCTC syllabus).

### **OnRamps Grading Guidance**

Welcome to the OnRamps program. Because OnRamps courses are dual-enrollment partnerships with the University of Texas at Austin, the academic requirements and grading structures differ from standard high school courses. This policy ensures alignment between university expectations and district records.

#### **Grading Structure**

All assignments, assessments, and projects required by the OnRamps College Instructor will be recorded in the high school gradebook.

- **Dual Impact:** Grades earned on college-level tasks directly influence both your high school GPA and your potential college transcript.
- **Grade Lag:** Due to the synchronization process between the OnRamps portal and the district’s Student Information System (SIS), the standard "Monday deadline" for weekly grade entries does not apply. Expect a longer turnaround time for grades to reflect in the high school portal.

#### **Redo and Correction Policy**

The standard SISD Redo/Correction policy (which allows students to retake exams or correct work for a higher grade) does not apply to OnRamps courses.

- University academic integrity standards prioritize the first attempt.

- Once a college assessment is submitted, the grade is final unless otherwise specified by the University instructor.

### **Late Work and Makeup Work**

To maintain the pace of a Tier 1 research university, the standard high school late work and makeup work policies do not apply.

- **Deadlines:** Students are expected to adhere strictly to the deadlines posted in the OnRamps Canvas portal.
- **Exceptions:** Makeup work is only considered in extreme, documented circumstances and must be navigated through the specific protocols outlined in the course-specific syllabus.

### **Individual Course Details**

While these overarching rules apply to all OnRamps offerings, each course (e.g., Biology, Rhetoric, Statistics) has its own unique weighting and participation requirements.

- **Syllabus Reference:** Students and parents must consult the Individual Course Syllabus for specific grading categories and college credit eligibility requirements.

### **Withdrawal from Dual Credit Courses**

Should a student withdraw from a Dual Credit course, the campus will accept the withdrawal grade and place the student in a comparable high school course (AP). A drop form must be completed and submitted to the dual credit coordinator.

### **Course Level Changes**

Course level changes may be requested during the following window (6th through 9th week of the first grading period) or at the end of the Fall semester for each course that offers a different level of the same course and again can be considered before the start of the second semester. To be considered for a transfer from an Honors or AP course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, and conferencing with his/her teacher. The parent must conference with the teacher before a course-level change will be considered. Space availability in the receiving course will be a consideration for a course-level change. On-level courses will not be overloaded during level changes.

- Students approved for a level change into a non-weighted course (e.g., Honors to on-level): The teacher of the weighted course will submit all graded assignments to the non-weighted teacher. Each assignment grade given must not be lower than a grade of 50.
- Students approved for a level change into a non-weighted course (e.g., Honors to on-level): The teacher of the weighted course will submit the grade for that grading period. The grade submitted must not be lower than a grade of 50. UIL eligibility will be

determined using the nine-week grade prior to the level change. (i.e., the nine-week average prior to the grade submitted to the grading period.)

- If a student wishes to move from a weighted course to a non-weighted course (e.g., Honors to on-level) at the semester, that student will NOT receive GPA acceleration for the weighted course. The entire course must be completed in order to receive GPA acceleration.
- Students approved for a level change into a weighted course (e.g., on-level to Honors): The teacher of the new weighted course will insert the grade average recorded by the previous teacher into all open assignments taken in the new course prior to the date of transfer. A level-up will only be allowed until the first progress report.

Dual credit level requests must additionally be made through the dual credit coordinator (along with an official NCTC form submission). Once a dual credit course is changed, students will be given a choice to be placed in the AP or regular level course (per the availability.)

### **Schedule Changes**

- Schedule changes can significantly impact the calculation of the nine-week average. For students with disabilities, special education courses are determined by the Admissions, Review, and Dismissal (ARD) Committee.
- Schedule changes will be considered during the first week of each semester for the following reasons:
  - a. A student fails a required course, making a schedule adjustment necessary for graduation.
  - b. Additional credit was earned, making a schedule adjustment necessary.
  - c. The student does not have the prerequisite(s) or does not have courses needed for graduation.
  - d. Change is needed as a result of a student being selected or administratively assigned to or taken out of a program; i.e., intervention, band, athletics, other classes requiring instructor approval.
  - e. Change is needed to enable a student to graduate in the particular year.
  - f. Class sizes must be balanced.

g. Courses are canceled.

### **Class Rank Calculation [EIC\(LOCAL\)](#)**

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

Class rankings are calculated on a scale of 100 and are computed on September 1<sup>st</sup>, January 30<sup>th</sup>, and June 30<sup>th</sup>.

*Note: The following provisions shall apply to students in the graduating classes of 2022, 2023, and 2024.*

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9-12 only, unless excluded below.

The calculation shall include failing grades until a failing grade is replaced with a passing grade. The calculation of class rank shall exclude grades earned in physical education or any course substituted for physical education, cheerleading, band, drill team, athletics, or any local credit course.

*Note: The following provisions shall apply to students beginning with the graduating class of 2025.*

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9-12 only in each of the following course categories:

- Four courses in English;
- Four courses in mathematics;
- Four courses in science;
- Four courses in social studies and
- Courses in languages other than English.

The calculation shall include failing grades until a failing grade is replaced with a passing grade.

Graduation, Class Rank, and Honor Designations (Grades 9-12)

## Sanger ISD Grading Guidelines 2026-2027

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### HIGHEST RANKING GRADUATES

The district shall recognize at the graduation ceremony a Valedictorian and Salutatorian. The Valedictorian/Salutatorian represents each class as the students whose weighted GPA comprises the top two students in the graduating class. To be eligible for recognition as a Valedictorian/Salutatorian, a student must have been continuously enrolled in the District high school for four semesters immediately preceding graduation and have completed the Distinguished graduation program.

### EARLY GRADUATES

To be eligible to graduate in three years, a student shall complete all coursework and exit-level testing required of other students in his or her freshman class.

A student wishing to graduate early shall complete an application and submit it to the counselor at least six weeks prior to the end of the student's sophomore year. Early graduates shall not be considered for valedictorian or salutatorian honors. Early graduates shall be included in calculating the top ten percent and shall be included in the list of honor graduates when applicable. Students who graduate in three years shall be eligible to participate in commencement ceremonies.

### SUMMER GRADUATES

Students who graduate during the summer (before August 1st) shall be ranked with the class that graduated during the previous spring. Graduates who are deficient in credits shall not be eligible to participate in spring commencement ceremonies and shall not be considered for local scholarships awarded during the spring.

### MID-YEAR GRADUATES

A student who graduates at the end of the fall semester shall be ranked among the students who will graduate during the upcoming spring. Students graduating at mid-year shall be ranked at the end of the year. Mid-year graduates shall be eligible to participate in spring commencement ceremonies and shall be considered for local scholarships awarded during the spring, provided they complete a local scholarship application form.

A student graduating after the end of the school year shall be ranked when all requirements are met. These students shall not be

allowed to displace in-rank students who graduated at the end of the school year.

### **Weighted Grade System**

The District shall categorize weighted courses as Advanced, Level 2 Honors, and Level 1 Regular in accordance with provisions of this policy and as designated in appropriate District publications. Eligible AP courses, dual credit courses, and OnRamps courses shall be categorized and weighted as Advanced courses. Eligible courses locally designated as honors shall be categorized and weighted as Level 2 Honors courses. All other eligible courses shall be categorized and weighted as Level 1 Regular courses.

## MIDDLE SCHOOL GRADING GUIDELINES

### **Grade Computations for Middle School (Grades 6-8)**

#### **Percentage of Weight - 7th & 8th Grade**

##### Summative Grades - 50%

At least 3 recorded grades per grading period

*One summative grade must be from a unit or combination of units for the nine-week grading period. Other summative grades may come from tests, projects, term papers, and similar assignments.*

##### Formative Grades - 50%

At least 9 recorded grades per grading period for on-level and honors courses

*Examples - Classwork, Quizzes, Homework, notebooks, journals, notes, and similar assignments*

- No grades will be recorded for interim/benchmark assignments.
- When calculating a nine-week average, no single assignment/assessment grade may count as more than 20% of the total average, regardless of the grade category. It should

be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%.

### **Communication Timelines and Review of Curriculum Materials**

- Student work/assessments that receive a numeric grade shall be entered into the grade book within five (5) school days of being given to the teacher, and feedback shall be given. This also includes makeup or missing work that is submitted.
- For projects/research papers and/or essays, students will be provided the opportunity to re-submit the assignment after receiving the grade/feedback if the grade is below 70%. This second submission is limited to a maximum grade of 70. Projects/research papers and/or essays shall be graded and returned within the same grading period that they are completed and submitted to the teacher. Expectations for long-term assignments include:
  - Tasks are actively monitored with timely feedback that tracks a student’s work/progress toward mastery. Major corrections are addressed before a final grade is earned.
  - Teachers are expected to provide clear and consistent communication to students concerning deadlines and academic progress on any long-term assignment.
- Students who choose to resubmit projects/research papers and/or essays have five days from the original graded and returned projects/research papers and/or essays.
- After the third grade of “0” or “Missing Assignment” [M] is assigned to a student in a grading period, the teacher must contact the parent. If the problem persists, a student-teacher-parent conference is required.

### **Promotion, Retention, and Award of Credit - Grades 6-8**

In grades 6-8, promotion to the next grade level shall be based on the following: an overall average of 70 on a scale of 100 based on course level, grade level standards (TEKS) for all subject areas, and a grade of 70 or above in language arts, mathematics, and in either science or social studies. [EIE(LOCAL)]

A student must pass both semesters or attain an average grade of at least 70 when averaging two semesters to be awarded credit for a high school credit course.

### **UIL Eligibility**

For the purposes of determining UIL eligibility:

- Grades will be posted by the official grading deadline (Refer to the TEA/UIL Academic Eligibility Calendar).

- A student who is missing assignments due to an absence at the end of a grading period should be given an incomplete.
- Students have five (school) days after the grade posting deadline to complete incomplete assignments.
- In accordance with TEC 74.30, courses that meet TEA guidelines for advanced level courses in the areas of RLA, mathematics, science, social studies, economics, or languages other than English have been designated as courses that may be exempt from “No Pass, No Play” requirements for Sanger ISD. *For a complete list of courses, please contact your campus counselor.*

### **Course Level Changes**

Course level changes may be requested during the following window (6th through 9th week of the first grading period) or at the end of the Fall semester for each course that offers a different level of the same course and again can be considered before the start of the second semester. To be considered for a transfer from an Honors or AP course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, and conferencing with his/her teacher. The parent must conference with the teacher before a course-level change will be considered. Space availability in the receiving course will be a consideration for a course-level change. On-level courses will not be overloaded during level changes.

- Students approved for a level change into a non-weighted course (e.g., Honors to on-level): The teacher of the weighted course will submit all graded assignments to the non-weighted teacher. Each assignment grade given must not be lower than a grade of 50.
- Students approved for a level change into a non-weighted course (e.g., Honors to on-level): The teacher of the weighted course will submit the grade for that grading period. The grade submitted must not be lower than a grade of 50. UIL eligibility will be determined using the nine-week grade prior to the level change. (i.e., the nine-week average prior to the grade submitted to the grading period.)
- Students approved for a level change into a weighted course (e.g., on-level to Honors): The teacher of the new weighted course will insert the grade average recorded by the previous teacher into all open assignments taken in the new course prior to the date of transfer. A level-up will only be allowed until the first progress report.

Dual credit level requests must additionally be made through the dual credit coordinator (along with an official NCTC form submission). Once a dual credit course is changed, students will be given a choice to be placed in the AP or regular level course (per the availability.)

## Grade 6 GRADING GUIDELINES

### Grade Computations for Grade 6

#### Percentage of Weight - 6th Grade

##### Summative Grades - 50%

At least 3 recorded grades per grading period

*One summative grade must be from a unit or combination of units for the nine-week grading period. Other summative grades may come from tests, projects, term papers, and similar assignments.*

##### Formative Grades - 50%

At least 9 recorded grades per grading period for on-level and honors courses

*Examples - Classwork, Quizzes, Homework, notebooks, journals, notes, and similar assignments*

- No grades will be recorded for interim/benchmark assignments.
- When calculating a nine-week average, no single assignment/assessment grade may count as more than 20% of the total average, regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%.

### Communication Timelines and Review of Curriculum Materials

- Student work/assessments that receive a numeric grade shall be entered into the grade book within five (5) school days of being given to the teacher, and feedback shall be given. This also includes makeup or missing work that is submitted.
- Student work/assessments that receive a numeric grade shall be entered into the grade book within five (5) school days of being given to the teacher, and feedback shall be given. This also includes makeup or missing work that is submitted.
- For projects/research papers and/or essays, students will be provided the opportunity to re-submit the assignment after receiving the grade/feedback if the grade is below 70%. This second submission is limited to a maximum grade of 70. Projects/research papers and/or essays shall be graded and returned within the same grading period that they are completed and submitted to the teacher. Expectations for long-term assignments include:

- Tasks are actively monitored with timely feedback that tracks a student's work/progress toward mastery. Major corrections are addressed before a final grade is earned.
- Teachers are expected to provide clear and consistent communication to students concerning deadlines and academic progress on any long-term assignment.
- Students who choose to resubmit projects/research papers and/or essays have five days from the original graded and returned projects/research papers and/or essays.
- After the third grade of "0" or "Missing Assignment" [M] is assigned to a student in a grading period, the teacher must contact the parent. If the problem persists, a student-teacher-parent conference is required.

### **Promotion, Retention, and Award of Credit - Grades 6-8**

In grades 6-8, promotion to the next grade level shall be based on the following: an overall average of 70 on a scale of 100 based on course level, grade level standards (TEKS) for all subject areas, and a grade of 70 or above in language arts, mathematics, and in either science or social studies. [EIE(LOCAL)]

A student must pass both semesters or attain an average grade of at least 70 when averaging two semesters to be awarded credit for a high school credit course.

### **Course Level Changes**

Course level changes may be requested during the following window (6th through 9th week of the first grading period) or at the end of the Fall semester for each course that offers a different level of the same course and again can be considered before the start of the second semester. To be considered for a transfer from an Honors or AP course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, and conferencing with his/her teacher. The parent must conference with the teacher before a course-level change will be considered. Space availability in the receiving course will be a consideration for a course-level change. On-level courses will not be overloaded during level changes.

- Students approved for a level change into a non-weighted course (e.g., Honors to on-level): The teacher of the weighted course will submit all graded assignments to the non-weighted teacher. Each assignment grade given must not be lower than a grade of 50.
- Students approved for a level change into a non-weighted course (e.g., Honors to on-level): The teacher of the weighted course will submit the grade for that grading period. The grade submitted must not be lower than a grade of 50. UIL eligibility will be determined using the nine-week grade prior to the level change. (i.e., the nine-week average prior to the grade submitted to the grading period.)

## Sanger ISD Grading Guidelines 2026-2027

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- Students approved for a level change into a weighted course (e.g., on-level to Honors):  
The teacher of the new weighted course will insert the grade average recorded by the previous teacher into all open assignments taken in the new course prior to the date of transfer. A level-up will only be allowed until the first progress report.

## ELEMENTARY SCHOOL GRADING GUIDELINES

### Grade Computations for Pre-K-5th Grade

#### **Pre-Kindergarten**

Pre-Kindergarten students will receive a report card each grading period that reflects their mastery of the Pre-Kindergarten Guidelines.

The following rubric is used to indicate a student's progress in all reported areas:

- 3 = Mastered grade-level standards
- 2 = Approaching grade-level standards
- 1 = Insufficient progress on grade-level standards

#### **Kindergarten and 1st Grade**

Kindergarten and 1st-grade students will receive a standards-based report card that is based on students' progress on various performance measures administered throughout the grading period.

The standards-based report card grades provide an opportunity for students to demonstrate growth and development on the TEKS.

The following rubric is used to indicate a student's progress in all reported areas:

- 3 = Mastered grade level standards
- 2 = Approaching grade level standards
- 1 = Beginning progress on grade-level standards

#### **Grade 2**

The district will provide report card grades as numerical scores in core content areas as well as letter grades for Specials such as Music, PE, etc.

The letter grades for Specials are as follows:

- E - Excellent
- S- Satisfactory
- N- Needs Improvement

At least 9 grades should be given in reading language arts, and math during each grading period. At least 3 summative assessments must be given as well. These could include Math and Reading Unit Assessments, Foundations Assessments, projects/presentations, and/or choice board activities.

\*\*Spelling tests are not to be utilized as a formative or summative grade. Spelling is incorporated into the Foundations Unit Assessments.

At least 6 grades should be given in science and social studies during each grading period.

All grades carry the same weight when determining the average for the grading period.

### **Grades 3-5**

#### **Percentage of Weight - 3rd-5th Grade**

##### Summative Grades - 20%

At least 3 recorded grades per grading period

*One summative grade must be from a Reading & Math unit exam. Other summative grades may come from written assignments, projects, presentations, choice board activities, or similar assignments.*

##### Formative Grades - 80%

At least 9 recorded grades per grading period

*Examples - Classwork, Quizzes, notebooks, journals, exit tickets, and similar assignments*

The district will provide report card grades as numerical scores in core content areas as well as letter grades for Specials such as Music, PE, etc.

The letter grades for Specials are as follows:

E - Excellent

S- Satisfactory

N- Needs Improvement

At least 9 grades should be given in reading language arts, and math during each grading period. This should include at least three summative assessments. These summative assessments should come from the following: at least one summative assessment, written assignment, project/presentation or choice board.

\*\*Spelling tests are not to be utilized as a formative or summative grade. Spelling is incorporated into the Foundations Unit Assessments in 3rd grade.

## Sanger ISD Grading Guidelines 2026-2027

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At least 6 grades should be given in science and social studies during each grading period.

\*\*District Unit Assessment grades will be used as summative assessment grades. Students have the opportunity to make corrections on these assessments for a grade of up to 70%.

### Elementary Specials Grading Rubrics

Music	
Level	Skills/Participation
<p><b>Excellent: 3</b> Student shows mastery of the targeted standards.</p>	<ul style="list-style-type: none"> <li>- Accurately identifies and applies musical concepts (e.g. rhythm, tempo, melody, dynamics).</li> <li>- Always performs with accuracy in solo and group settings.</li> <li>- Participates positively in all activities and puts forth consistent effort.</li> <li>- Always demonstrates appropriate use of classroom materials.</li> </ul>
<p><b>Satisfactory: 2</b> Student demonstrates proficiency of targeted standards.</p>	<ul style="list-style-type: none"> <li>- Understands and applies basic musical concepts with few reminders.</li> <li>- Performs with some accuracy in solo and group settings.</li> <li>- Participates positively in most activities and puts forth consistent effort</li> <li>- Consistently demonstrates appropriate use of classroom materials.</li> </ul>
<p><b>Needs Improvement: 1</b> Student needs support to meet the targeted standards.</p>	<ul style="list-style-type: none"> <li>- Needs support to identify or apply musical concepts.</li> <li>- Needs support to perform in solo and group settings.</li> <li>- Participates inconsistently or shows minimal effort; disrupts learning environment.</li> <li>- Struggles to demonstrate appropriate use of classroom materials.</li> </ul>

Physical Education	
Level	Skills/Participation
<p><b>Excellent: 3</b> Student shows mastery of the targeted standards.</p>	<ul style="list-style-type: none"> <li>- Always completes an activity or skill with accuracy with a focus on improvement.</li> <li>- Participates positively in all activities and puts forth consistent effort</li> <li>- Goes above expectations.</li> <li>- Consistently demonstrates respect for others through fair and honest play.</li> </ul>

## Sanger ISD Grading Guidelines 2026-2027

<b>Satisfactory: 2</b> Student demonstrates proficiency of targeted standards.	<ul style="list-style-type: none"><li>- Sometimes completes an activity or skill with general accuracy.</li><li>- Participates positively in most activities and puts forth consistent effort</li><li>- Follows expectations.</li><li>- Frequently demonstrates respect for others through fair and honest play.</li></ul>
<b>Needs Improvement: 1</b> Student needs support to meet the targeted standards.	<ul style="list-style-type: none"><li>- Occasionally completes activity or skill.</li><li>- Participates inconsistently or shows minimal effort; disrupts learning environment.</li><li>- Inconsistently follows expectations.</li><li>- Occasionally demonstrates respect for others through fair and honest play.</li></ul>

### Elementary Reporting Grades and Grading Period Averages

#### **Progress Reports for Standards-based Grading (Grades K & 1)**

Teachers will provide students with a progress report at week 4 of the grading period. This progress report will be paper-based, and it will provide parents with updated information regarding their child's progress on the standards (TEKS) covered during that time frame. Parents are asked to sign and return the report to the child's teacher upon receipt. The progress report will be based on the same grading scale as the report card. Teachers will provide additional comments regarding ways parents can assist in areas where the student is struggling.

#### **Posting Grades (Grades 2-5)**

Teachers are required to post all grades on the district electronic system and ensure that grades are updated and posted on a weekly basis. The system is used to record grades, average grades, and generate report cards.

#### **Transfer Grades for Elementary Students**

Students who are new to the district or who enroll after the start of a grading period shall receive grades depending on the time at which they arrive. If a student arrives with half of the grading period remaining, the report card grade will consist of a combination of the grade from the former school and grades earned at SISD. If students are coming from a district that uses a different grade system than SISD, the student's previous grades will be evaluated by the campus administrator to determine the correlation between the two grading systems.

#### **Retention and Promotion**

- Parents or guardians may elect for a student to
  - repeat prekindergarten
  - enroll in kindergarten if the child would have enrolled in kindergarten in the previous school year and has not yet enrolled in first grade, and

## Sanger ISD Grading Guidelines 2026-2027

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- for grades one through three, repeat the grade the student was enrolled in the previous school year.

The election by the parent must be made in writing to the district. If the district disagrees with the parent election, it must convene a meeting of the retention committee. If a parent fails to meet with the committee, the student may not be retained based on the parent election.