



Red Oak Independent School District

Grading Manual

Procedures, Regulations, and Explanations

Grades: Pre-K – 12th

2026-2027

TABLE OF CONTENTS

Introduction.....	3
Prekindergarten.....	3
Standards for Mastery.....	3
Progress Reports and Report Cards.....	4
Academic Integrity.....	4
Artificial Intelligence.....	4
Grading Percentages.....	4
Number of Grades 1 st – 5 th	6
Number of Grades 6 th – 8 th	6
Number of Grade 9 th – 12 th	7
Skyward Gradebook.....	7
Grade Changes.....	7
Transfer Grades.....	8
Curriculum-Based Assessments.....	9
Conferences.....	9
Homework.....	9
Makeup Work.....	9
Late Assignments.....	10
Tutorials.....	10
Special Programs: Alternate Grading Guidelines	11
Reteaching and Reassessing.....	14
Suspension.....	14
ROHS Exam Exemption Guidelines.....	15
UIL Exempt Courses.....	16
APPENDIX A – UIL Exemption Courses.....	16
APPENDIX B – Q&A – Honors and High School Level Courses.....	A2
APPENDIX C – Advanced Academic Expectations.....	A4
APPENDIX D – Parent Override Agreement for Advanced Courses.....	A6
APPENDIX E - First Grade Reading Level Scoring Guide.....	A7
APPENDIX F – Second Grade Reading Level Scoring Guide.....	A8

General Grading Procedures for Teachers and Administrators

Introduction

This Grading Procedures Handbook was designed utilizing the Texas Association of School Board (TASS) Recommendations. Campus input was received from all campuses and representatives from each campus in the district served on the committee. The goal of a standardized grading policy is a more consistent and specific measure of how students are achieving mastery of the Texas Essential Knowledge and Skills (TEKS). Teachers are to follow the grading guidelines approved by the principal and superintendent pursuant to the State and Board adopted laws and policies. Grading guidelines are created with alignment to the State of Texas Education Code, Legal and Local Policies, and District Regulations. Teachers are also responsible for following all accommodations and modifications afforded to students and student groups. Our number one goal is always student success.

Pre-Kindergarten

ROISD pre-Kindergarten teachers use the nationally normed assessment that measures school readiness learning areas called CIRCLE. This assessment is administered three times a year, at the beginning, middle and end of the year. After each administration is complete, teachers send home the CIRCLE Parent Report to inform the parents of the child's learning readiness.

Standards for Mastery

Promotion and course credit shall be based on mastery of the curriculum.

- Course assignments and assessments shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Proficiency of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final examinations or may be administered separately. Student mastery of at least 70 percent shall be required.

In **kindergarten**, promotion to the next grade level shall be based on a student's mastery of Reading and Mathematics standards utilizing a grading system of developed/still developing based on kindergarten assessments.

In **grades 1–8**, promotion to the next grade level shall be based on a combined average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for English Language Arts/Reading, Mathematics, Social Studies, and Science; **AS WELL AS**

- a grade of 70 or above in English Language Arts/Reading combined; AND
- a grade of 70 or above in Mathematics.

A student in **grades 9-12** will earn credit for a course when:

- For a one-semester course (0.5 credit), the final grade is 70 or higher.
- For a two-semester course (1 credit), the student's grades from both semesters are averaged with a final average of 70. When a student earns a passing grade in only one semester of a two-semester course and the combined grade for the two semesters is lower than 70, the district shall award the student credit for the semester with the passing grade. The student shall be required to retake only the semester in which he or she earned a failing grade. There are different ways in which a student can earn credit for a failed course, this may include night school.

Promotion standards and appropriate assessment and acceleration options, as established by Individualized Education Programs (IEP) or grade-level classification of students eligible for special education, shall be determined by the ARD committee.

Progress Reports and Report Cards

Report cards and unsatisfactory progress reports must be signed electronically by the parent and returned to the school within the timelines established by the school.

End of Six Weeks	Progress Reports	Report Cards
September 18	September 11	September 25
October 30	October 16	November 5
December 18	December 4	January 8
February 19	January 29	February 26
April 9	March 25	April 16
May 26	May 7	May 27 (K-5 th), June 2 (6 th -12 th)

Academic Integrity

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes, but is not limited to, cheating or copying the work of another student, unapproved use of technology including cell phones, plagiarism, Artificial Intelligence (AI) 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.

Artificial Intelligence – (see student handbook)

Grading Percentages

Report cards with each student's grades or performance and absences in each class or subject are issued to parents once every six weeks grading period. At the end of the first three weeks of a grading period, parents will be issued a progress report digitally which must be signed for any course in which their child's performance is near or below 70, or is below the expected level of performance for the student.

A student's grades will be based upon academic performance and course expectations. The student's mastery level of the TEKS will be the primary factor in determining the grade for a subject or course. Behavior, bringing supplies, donation of supplies, or writing name(s) on paper must not impact a student's grade. The types of assignments used in determining mastery of TEKS might include but are not limited to: project-based learning (PBL), homework, classwork, daily quizzes, labs, and journal writing. The types of assessments used in determining mastery of TEKS might include but are not limited to: major exams, project-based learning (PBL), district-wide assessments, compositions, performances, comprehensive oral reports, and comprehensive labs.

In elementary, for any assessment or assignment containing fewer than 10 questions, no individual question may be assigned a value greater than 10 points. This ensures that point distribution remains balanced and that no single question disproportionately impacts the overall grade.

Grade Level	On-Level Classes	Advanced Classes
Pre-K/Kinder	Developed Still Developing Needs Improvement	N/A
Elementary (Grades 1 – 5)	Reading: Daily Work (4) – 60% Major Assignments (2) – 40% Language Arts: Daily Work – 100% Word Work (3) Composition (3) Math Daily Work (6) – 50% Major Assignments (2) - 40% Fluency (2) – 10% Science and Social Studies: Daily Work (6) – 60% Major Assignments (2) – 40%	N/A
Middle School (Grades 6-8)	Daily Work (6) – 60% Major Assignments (2) —40% **Grade level departments have the autonomy to break down daily work percentages into classwork and homework.	Honors: Must meet guidelines to enroll. Follows on-level grading percentages. Please see a counselor if students are transferring from an Honors class to a regular class for guidance on grading. High school credit courses follow the high school grading criteria.
High School (Grades 9-12)	Daily Work (7)– 25% Homework/Other (3) – 15% Major Assignments (2) – 60% Semester exams count as one-seventh of the semester average.	Dual credit grading follows the syllabus of the Institute of Higher Education that is awarding the college credit. For high school credit, Dual Credit grade must have a final average of 70 or better. Per Board policy, the high school course grade must match the college grade.
High School Exceptions	English term paper may count as no more than 1/3 of a six weeks grade. The term research paper is a requirement for English III, English IV, AP English Language, and AP English Literature.	AP teachers may reduce the minimum number of grades, but only with the alternate plan approved by the principal.

Minimum Number of Grades (1st – 5th grades)

- A minimum of twelve (12) Daily Work grades must be recorded per six-weeks in Reading/Language Arts. The assignments taken as grades should be divided into the following categories:
 - Reading – four (4) daily work assignments and two (2) major assignments
 - Language Arts – three (3) word work assignments, and three (3) composition assignments. These assignments will count as daily grades.

A minimum of six (6) daily assignments must be recorded per subject. Per six-weeks in Math, Science, and Social Studies.

Students must not go longer than one week without a graded measure of learning. These formative measures of mastery must include multiple evidence of learning. For example, the Daily Work average must not consist solely of pop-quizzes, or solely of signed reading logs. Teachers should work within Professional Learning Communities and with campus administrators to ensure that a variety of student work accurately reflects progress towards mastery of the TEKS.

- In third grade through fifth grade, a minimum of two (2) Major Assignments that will include the CBA (when given) and may include one other of the following - Test/Performance Assessments/Project. One major assignment must be given prior to progress reports. Teachers have the option of dropping the lowest major assignment/Test/Project grade if they have exceeded the minimum number of assessments. The District CBA assessment may NOT be one of the major test grades dropped.
- In second grade a minimum of two (2) major assignments, may include the following Test/CBA/Performance Assessment/Project in math and Test/Performance Assessment/Project/Reading level in Reading. CBAs will be given beginning in second grade, math as a test grade and reading as a daily grade.
- In first grade a minimum of two (2) Major Assignments may include the following - Test/Performance Assessments/Project. Reading on grade level in early literacy classes is an important component and large piece to students being successful in the later years in all subject areas. Students in first and second grade will receive a reading level grade for each six weeks that will count as a test grade (See page 21 and page 22 for the Reading Level Scoring Guide). There are no reading level testing retakes.

Minimum Number of Grades (6th – 8th grades)

- A minimum of six (6) Daily Work grades must be recorded per subject, per six-weeks. **Students must not go longer than one week without a graded measure of learning.** These formative measures of mastery must include multiple evidence of learning. For example, the Daily Work average must not consist solely of pop-quizzes, or solely of signed reading logs. Teachers should work within Professional Learning Communities and with campus administrators to ensure that a variety of student work accurately reflects progress towards mastery of the TEKS.
- A minimum of two (2) Major Assignment/Test/ Project grades must be recorded per subject, per six-weeks. One major assignment must be given prior to progress reports. All major assignments and test grades will be graded on a one hundred (100) point scale.
- Minimum assignments may be modified during benchmark or STAAR testing weeks.
- Any grades above the required minimum amount in each category can be considered by the teacher to be dropped. The District CBA assessment may NOT be one of the grades dropped.
- “Double weight” of assignments may occur only after the minimum number of grades has been met without the double-weight.

Minimum Number of Grades (9th – 12th grades)

- A minimum of eight (8) classwork grades and 3 homework/other grades must be recorded per subject, per six-weeks. **Students must not go longer than one week without a graded measure of learning.** These formative measures of mastery must include multiple evidence of learning. For example, the Daily Work average must not consist solely of pop-quizzes, or solely of signed reading logs. Teachers should work within Professional Learning Communities and with campus administrators to ensure that a variety of student work accurately reflects progress towards mastery of the TEKS.
- A minimum of two (2) Major Assignment /Test grades must be recorded per subject, per six-weeks. One major assignment must be given prior to progress reports. All major assignments and test grades will be graded on a one hundred (100) point scale.
- Any grades above the required minimum amount in each category can be considered by the teacher to be dropped. The District CBA assessment may NOT be one of the grades dropped.
- “Double weight” of assignments may occur only after the minimum number of grades has been met without the double-weight.
- Dual credit courses follow the grading criterion of the institution of higher education. AP courses may reduce the number of required assignments with principal approval of an alternate plan.

Skyward Gradebook

Elementary and Middle school - Each teacher is required to use the online electronic grading system - Skyward. The responsibility for the correctness of the grade reports issued lies with the teachers. All gradebooks must be updated at a minimum, every two weeks. This ensures that all grades will be posted and up to date when report cards and progress reports are due. A teacher must record the actual grade earned by the student. Per legislative action, minimum grading floors, such as no grade lower than 50, are not permitted. The work is not valuable unless the student receives immediate feedback. Principals, parents, and students will have access to online grades.

High school - Each teacher is required to use the online electronic grading system - Skyward. The responsibility for the correctness of the grade reports issued lies with the teachers. All gradebooks must be updated weekly. This ensures that all grades will be posted and up to date when report cards and progress reports are due. A teacher must record the actual grade earned by the student. Per legislative action, minimum grading floors, such as no grade lower than 50, are not permitted. However, every effort should be made by the teacher to assist students who are failing. The work is not valuable unless the student receives immediate feedback. Both principals and parents will have access to online grades.

Grade Changes

A final six-weeks or semester grade may be changed only under the following conditions:

- Teacher error in recording a grade
- An incomplete grade is being updated
- Transfer grades
- Grades not posted within the grading window
- All grade change requests must be submitted and approved by the principal in Skyward.

Teachers are responsible for the accuracy of their grade report. Grade verification sheets (report of what has been uploaded to the office to be printed on report cards) will be issued after the grading window closes and before report cards are printed. All grade verification sheets must be checked by the teacher to verify that the grades in the teacher grade book match the grades that have been uploaded to the office. The Grade Verification sheets need to clearly indicate the changes needed and/or completed for accuracy before acceptance by the office by the deadline set forth by the principal. All inaccuracies from a previous marking period must be corrected by the next reporting period. Any missed deadlines on grade verification sheets will be addressed by the campus

administration. The principal will oversee and monitor the grade reporting procedures by checking and printing the Grade Differences Report after each grade reporting period and notifying teachers of the discrepancies between office grades and teacher grade books.

Transfer Grades

Student placement from any state public school system, including state-accredited charters, or from state-accredited private schools will be honored based on the placement noted on their final report card. A copy of the report card must be placed in the student's cumulative folder. Approved accredited schools must be on the state's approved accredited campus list. Students must be enrolled a minimum of 5 days during the grading period in order to receive a report card from ROISD.

At the elementary level, administrators and teachers need to work with the PEIMS clerk to make sure that all records are received from the transferring school. Please meet with a campus administrator if you have not received grades within two weeks of enrollment.

At the middle school and high school level, Counselors will need to work with the PEIMS clerk to make sure that all records are received from the transferring school. Teachers will be responsible for inputting the transferred grades once they are received. Please meet with a campus administrator if you have not received grades within two weeks of enrollment. Collaboration between C&I and the Assessment and Accountability Departments will occur for awarding courses and credits to students.

Transfer Grade Correlation Chart

*Numeric Equivalent	Letter System	E/S/N/U System	Rubric System
98	A+		
94	A	E	4
91	A-		
88	B+		
84	B	S	3
81	B-		
78	C+		
74	C	N	2
71	C-		
68	D+		
64	D	U	1
Below 64	F	U	0

*If actual numeric grade received for grades 1st – 12th, input actual grade.

Skyward will automatically calculate GPA scores.

Transfer grades when students enter during six (6) week grading period.

Teacher discretion to input grades where needed to complete grades for grading period.

Transfer grades for students from past six (6) week grading period:

Campus Administrator discretion as to how to input past six (6) week or semester grades.

A student must be enrolled a minimum of five (5) days during the marking period in order to receive a report card from ROISD.

Curriculum-Based Assessments

Teachers are required to administer Curriculum-Based Assessments (CBAs). These assessments are developed in partnership between the district and teacher teams. The District CBAs **are used for a test grade and will not be dropped**. All team members and department members will be consistent in determining whether particular test items on a CBA will not count for students' grading purposes, or whether the grading of CBAs will be graded on a curve. All test grades will be graded on a one hundred (100) point scale.

Conferences

If the student receives a grade of less than 70 in any class or subject on the report card / progress report during a grading period, the teacher will provide the parent with notification of tutorials or interventions. Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student and/or parent may request a conference with the appropriate campus administrator.

Teachers are encouraged to make comments on progress reports and report cards to better communicate with parents the grade in which a student receives.

Homework

A teacher may use homework to enrich or reinforce lessons or skills covered in class. When assigned, it should satisfy at least one of the following objectives:

- Provide drill or practice in a particular skill
- Give practice and extend understanding of concepts and material already taught in class
- Develop effective study methods

Make-up Work

Students are expected and permitted to obtain and complete make-up assignments and tests after absences. A student is responsible for obtaining and completing the make-up assignments in a satisfactory manner and within the reasonable amount of time specified by the teacher.

When a student has been absent for one or more days and has not had sufficient time to make up the work (ordinarily one day for each day of absence), more time may be allowed under extenuating circumstances. Teachers will not impose a grade penalty for make-up assignments after an excused absence or after an absence because of a suspension. When the make-up work is not turned in by the designated date, assignments become late. Please refer to the late assignments section. A student may be required to attend a teacher or campus program to complete any missing and/or unsatisfactory assignments.

Late Assignments

The operational definition of late work is when a student has been provided adequate time and instruction to complete student work and has not completed the assigned work by the designated time and date.

In the event that a student fails to return an assignment on the date assigned, that work becomes late work. The teacher will communicate with both the student and parent via email and/or telephone to support the completion of the late assignment.

Teachers are encouraged to work with students and families when assignments are not completed by due dates. The grade penalties listed below are the maximum permissible, but teachers may work in conjunction with campus administration to make other reasonable arrangements for the completion of work, especially in extenuating circumstances.

Elementary:

Late assignments may receive a maximum of 10 points off per day for being turned in late. A maximum of three days will be allowed to turn in late work, after which the assignment is recorded as a zero. Example: If a student turns in an assignment one day late and the score earned is 85, an additional 10 points may be deducted from the 85. The final grade would be 75. Teachers will put a “zero” as a placeholder in the electronic gradebook for any late work. Once the assignment is turned in, a grade will be replaced with the “zero”.

Middle School:

Late work/homework will be accepted for a maximum grade of 70 up to five class periods from the due date of the assignment.

High School:

Late work/homework may receive a maximum of 15 points off per day for being turned in late. After the second day late, the teacher will assign the student a time (at the discretion of the teacher’s schedule) to come into school and make-up the assignment with the third day’s penalty of 45 points off. If the work is still not submitted, the assignment is recorded as a zero. Example: If a student turns in an assignment one day late and the score earned is 85, an additional 15 points may be deducted from the 85. The final grade would be 70.

Exception for Major Assignments: 1st day late maximum penalty of 25 points, 2nd day late maximum penalty of 50 points, 3rd day late grade of 0.

Tutorials 1st-8th

Tutorials must be provided by teachers for those students whose grades fall below 70 or for students in need of remediation on state assessments. Tutorial times vary by campus.

Tutorials 9th-12th

Tutorials must be offered by teachers when those students whose average grades for the course fall below 70 or for students in need of remediation on state assessments. Tutoring may also be offered to any student at any time. Tutorial days and times vary by teacher.

Special Programs – Alternative Grading Guidelines

Students under Special Education, students who are Emergent Bilingual, and students with Dyslexia - Grading for students with accommodations or modifications must follow guidelines as outlined in his/her IEP, LPAC notes, or 504 documents. The classroom teacher of record must have a copy of the accommodation/modification plan in the classroom.

A. Special Education Programs

- TEA and the IDEA require that students receive instruction in the enrolled grade level TEKS. Some students may require modified instruction in the TEKS or instruction in prerequisite skills for enrolled grade level TEKS. All students receiving special education services will be graded on assignments and tests as are students without special education services. The ARD committee may determine individual student's accommodations related to student demonstration of knowledge in assignments and assessments.
- Grades should be comprehensive and not limited to the IEP. Grades for students in special education will be based on performance that demonstrates progress toward mastery of the TEKS following the application of the ARD determined accommodations and/or modifications intended to demonstrate mastery.
- The report card may not contain statements of accommodations and/or modifications provided to students. Such accommodations are intended to provide access for students with disabilities.
- Report card grades can be reported by the special education teacher, the general education teacher or a combination of both as determined by the ARD committee.
- In addition to the report card, all students in special education receive a 6 weeks progress report that describes their progress on specific IEP goals and/or objectives. This report is completed by special education staff with input as appropriate from general education teachers.

B. Students who receive an alternate curriculum are graded on teacher observations and measures of progress and collection of data related to IEP objectives and progress on the grade-enrolled TEKS accessed through pre-requisite skills and vertically aligned TEKS. (Students included in this grading guideline are either assessed using STAAR ALT 2 or anticipated to be assessed using STAAR ALT 2).

- Federal and state laws pertaining to the education of students in special education address the following points:
 - a.) All students will have access to the content standards (TEKS) for their appropriate grade level.
 - b.) Students with significant cognitive disabilities may access the grade level standards using the TEA developed [Vertical Alignment Document](#) and Essence Statements for all grade levels and subjects.
- When the ARD committee determines that a student with a significant cognitive disability cannot attain mastery of the grade level TEKS, even with accommodations and modifications, it will be appropriate for the committee to measure the student's progress using the student's individual IEP goals and objectives, rather than letter or number grades. This will be done in two formats.
 - a.) Format I - Progress on individual goals and objectives will be individually reported for each student using the IEP progress report process documented through the electronic data management system each 6 weeks. This is a legal requirement.
 - b.) Format II - Progress on goals and objectives that are linked to the grade level standards will be reported on a report card. Both progress reporting formats should be discussed with parents at the annual ARD meeting.

- The degree of independence and areas for generalization will also be addressed in this manner. This format will serve to align instruction for these students with the prerequisites to grade-enrolled TEKS.

C. Students Identified for Section 504 and Dyslexia Programs

- Students identified for dyslexia programs who are served through special education will be graded under the guidelines described in Section A above.
- Students identified for dyslexia programs who are served through Section 504 with accommodations or other students identified to receive accommodations under Section 504 will be graded as all other general education students with appropriate accommodations identified through their 504 IAP.
- Students with dyslexia are not required to complete lessons/activities that take place in their homeroom when they are attending their dyslexia classes. Teachers must ensure that the missed content is delivered before assessing the student. Students completing Language Science/Take Flight will not receive a numerical grade: language science is a Pass/no Pass class.

D. Bilingual and English as a Second Language (ESL) Programs

- Emergent Bilingual (EB) students should not have failing grades based only on their inability to speak English.
- EB students are not exempt from grades. In order for EB students to meet grade-level learning expectations across the foundation and the enrichment curriculum, all instruction delivered in English must be linguistically accommodated through the incorporation of the [ELPS](#). The accommodations must commensurate with the student's level of English language proficiency. ([Guidelines for Linguistic Accommodations for Each Proficiency Level](#), Page 22)
- Teachers of EBs must report to their campus LPAC chairs, a list of EB students who have failed or were close to failing at the end of every grading period. Details about linguistic accommodations attempted and documented should be included as feedback to the LPAC committee. The LPAC must make recommendations for additional appropriate instructional and assessment accommodations if necessary.
- All EB students participating in a bilingual or ESL program must receive grades based on grade level expectations and English Language Proficiency Standards. Teachers should consider the content being assessed, implement any [Instructional Accommodations](#) provided by LPAC and use the appropriate linguistic accommodations according to the linguistic proficiency level of the student. (as detailed on #2 above)

E. Gifted and Talented (GT) Program

- GT students are not required to complete lessons/activities that take place in their homeroom when they are attending their GT class; however, GT students will be responsible for all content assessments.
- GT students may be required to complete homework assignments on the day they attend their GT class if they have been provided with the necessary instruction prior to the day of the assignment and their classmates were not given the opportunity to begin the assignment in class.
- GT students should not be kept from attending their GT class in order to complete any assignment/activity required by their homeroom teacher.
- Field trips and assemblies will be coordinated between the GT teacher and the general classroom teacher.

Re-teaching and Re-assessing

Test or Major Assignment/Project grades constitute 40% of a student's overall grade in elementary school/middle school and 60% of a student's overall grade at high school. Students who score below 70 on any major assignment or test, will be given one opportunity to be reassessed on the same material after re-teaching of content has occurred. This is only if academic dishonesty is not the cause of the failing score on the test, major assignment, or project. The reteach allows teachers to ensure that students are progressing towards mastery of the standards being taught. Reteaching may occur in a variety of ways, including but not limited to, independent practice, small group lessons or activities, or full class lessons or activities. Test corrections do not count as a reassess. If more than 60% of the students in a class fail to demonstrate mastery on an assessment, except a benchmark, a teacher is encouraged to reteach and retest the class. The higher of the two grades will be recorded.

Reassessment includes alternative options for students who fail a project that counts as a major test grade. Teachers should consider class averages for any individual test given in the class to determine if re-teaching and re-testing is required for the entire class without penalty.

The reassessment must be taken within three school days of the original test grade being provided to the student unless there are extenuating circumstances approved by the classroom teacher and/or campus administrator.

Reteaching content must be offered in class or through tutorials before the retest.

The reassess grade will be no higher than 70. Score the test based off a 100%.

- If the student's score is above 70%, give the student a 70 as a grade.
- If the student's score is below 70%, give the student the percent scored as a grade. Record in the grade book the higher of the two test grades (the original or the retest).

Reassessing will not include semester or final exams, except in the case of spring exams for graduating seniors. Any senior with a passing course grade prior to the spring final exam, for which a failing final exam grade is the sole reason for not graduating, will be given one opportunity to reassess. The exam reassess will be scheduled at the convenience of the campus teacher or administrator.

In AP classes, students will only be allowed an opportunity for a retest when the majority of the class performs unsatisfactorily on the test. Dual credit re-test procedures will follow the college syllabus and policies of the institution of higher education.

Suspension

All students are fully responsible for completing any incomplete or missing assignments (i.e., course assignments, tests, projects, and other related work). Teachers are fully responsible for providing the incomplete or missing assignments to the students, including during and after suspensions. While on suspension, students will not be penalized for assignments due. Upon returning to class, students will follow the normal makeup work policy.

ROHS Fall Semester Exam Exemption Criteria

Red Oak High School will waive the semester exam in classes for students in the fall semester provided the student has met the following criteria:

- Students must have no more than 3 tardies for the fall semester of the course.
- Students must have no more than 3 absences for the fall semester of the course.
- Students must have at least an 80 average in the class for the fall semester of the course.
- Students must be enrolled for at least two six weeks grading periods prior to the end of the semester.

ROHS Spring Semester Exam Exemption Policy

Red Oak High School will waive the semester exam in classes for students in the spring semester provided the student has met the following criteria:

- Students must have no more than 4 tardies for the spring semester of the course.
- Students must have no more than 4 absences for the spring semester of the course.
- Students must have at least an 80 average in the class for the spring semester of the course.
- Students must be enrolled for at least two six weeks grading periods prior to the end of the semester. OR
- Students meet expectations on the initial state EOC testing during the spring semester the course was completed, meets the 90% attendance criteria and is passing the class.

Any student that qualifies for an exemption may choose to take the exam. The option which best helps the student's semester grade will be used by the teacher in their calculations.

The Red Oak High School exemption policy in dual credit courses pertains only to the Red Oak High School curriculum. College courses still must meet final test / final exam requirements as determined by the college curriculum.

Any absences on testing or benchmark testing dates will count as absences towards exemptions for all students.

The students are exempt from their EXAM ONLY, not from attendance at school during semester exams.

APPENDIX A

No Pass, No Play UIL Exempt Courses

Red Oak ISD designates the following classes to be approved for the “No Pass No Play” exemption for **Red Oak High School** according to ROISD Policy FM (LEGAL).

Waivers will be considered using the following criteria:

- 1.) No waivers for a grade below 50
- 2.) Students can only have a total of 2 waivers within each semester, and they cannot be waivers for the same class

ENGLISH

English I- Honors
English II- Honors
AP English III Language & Comp
AP English IV Literature & Comp
Dual Credit British Literature I
Dual Credit British Literature II
Dual Credit Comp and Rhetoric I
Dual Credit Comp and Rhetoric II
Dual Credit Speech

MATH

Algebra I- Honors
Geometry- Honors
Algebra II- Honors
AP Pre-Calculus
AP Calculus AB & BC
AP Statistics
Dual Credit College Algebra
Dual Credit Statistics

SCIENCE

Biology- Honors
Chemistry- Honors
Physics- Honors
AP Biology
AP Chemistry
AP Physics 1
AP Physics 2
AP Physics C
AP Environmental Science
Dual Credit Env Science I & II
Dual Credit Biology
Dual Credit Anatomy/Phys.

SOCIAL STUDIES

AP Human Geography
World Geography- Honors
AP World History
AP US History
AP US Government
AP Macroeconomics
AP Psychology
Social Studies Advanced Studies (Psych)

Dual Credit US History I & II
Dual Credit Federal Government
Dual Credit Texas Government
Dual Credit Principals of Economics
Dual Credit Sociology

LOTE

Spanish- Honors I - III
AP Spanish IV Language
AP Spanish V Literature

FINE ARTS

AP Music Theory
AP Studio Art
Dual Credit Music Appreciation
Dual Credit Theatre Appreciation

CTE

AP Computer Science
AP Networking

AP CAPSTONE

AP Seminar
AP Research

***Red Oak ISD will not designate waivers for any class to be approved for the “No Pass No Play” exemptions for **Red Oak Middle School and Dr. Joy Shaw Middle School** according to ROISD Policy FM (LEGAL).



Red Oak ISD Middle School Guidelines for Honors Courses

What are the Honors courses?

Preparing and motivating middle school and high school students for AP classes and college-level work must begin before they reach middle school. The earlier students acquire analytical thinking and communication skills, the more likely they are to succeed in academically challenging courses such as AP. Therefore, ROISD offers Honors courses beginning with grade 6. Although these classes are not prerequisites for AP courses, they are highly recommended.

What background is needed for students to succeed in the Honors courses?

Students must be dedicated to completing a more rigorous course of study. The keys to success are maturity, motivation, self-discipline, and academic preparation. In the Honors classes, students are encouraged to ask good questions, to acquire deep understanding, to apply comprehensive analytical techniques, and to construct good written and verbal arguments.

What are the considerations for Honors courses and high school credit classes in ROISD?

While honors courses are offered at the middle school, students and parents should strongly consider the following criteria as they are planning for their child's schedules:

- A passing score of 85 or higher in general classes, 80 or higher in Honors classes from the previous year in the content area that Honors is being considered
- A rating of meets or masters on the previous year's STAAR test in the content area that Honors is being considered where applicable
- Teacher recommendation from the teacher of record in the content from the previous year.
- Parents and students must be willing to review and agree to the Honors course recommendations.

Once a student has reviewed the guidelines, parent and student have agreed to be scheduled into an Honors class(es), students will be reviewed at the end of every six-week period using multiple sources of data to determine continued eligibility. A determination of placement will be made no earlier than the end of the first six-week grading period and no later than the second semester. Removal from Honors classes does not prohibit the student from enrolling in future Honors classes.

What if my child does not meet the ROISD recommendations and I still want my child in Honors/ classes?

Parent Override

In an effort to place students in appropriate level classes, admission criteria have been established for Honors courses. If your child does not meet these requirements, as a parent you may request that admission requirements be waived for your child by completing the Parent Override Form for Admissions to Honors courses. When you submit the Parent Override Form, you must understand that your child must remain in the course for at least one grading period/six weeks. A schedule change can be made at the end of the first six weeks, and no later than the end of the first semester. Schedule changes will only be made with the approval of the principal, counselor, teacher, and parent. The grade earned will appear on the report card and transcript. At the end of each grading period, the student's performance will be evaluated based on the maintenance requirements listed below.

Maintenance

To remain in these courses, students must maintain certain academic standards:

- A student who earns a 69 or below in a six-week grading period will be placed on academic probation.
- If a student earns 69 or below in any two six weeks during the first semester, the student will be placed into the corresponding regular level class. Under extenuating circumstances, the probationary period may be extended if the teacher, parent, and principal are in consensus.
- Students enrolled in these courses should expect high standards and an additional time requirement.
- Students' grades will be monitored during each six-week period and at the end of each six-weeks.

Honor Code

The following honor code will be placed in all Honors course syllabi:

"This class will be conducted under an honor code. All students will be expected to do their own work. Occasionally, students will be given projects or exams that must be completed outside of class. If a student breaks this code, the student may be removed from the course."

Red Oak ISD

Advanced Program Expectation and Course Agreement

Advanced courses, including Honors courses, provide motivated, college and workforce bound students an opportunity to expand their educational experience beyond the regular program. Honors coursework develops advanced skills and content background to prepare students for the college-level work of Advanced Placement (AP) courses and for the Advanced Placement exams that will be offered in high school. Gifted and Talented (GT) Programs requiring specified admission incorporate Honors and AP strategies as well. At the high school level, these rigorous courses carry weighted credit toward computation of class rank. ROISD instructional program is based on the philosophy that rigorous, academically challenging courses should be available to all students at the middle school level to promote and prepare them for continued educational enrichment and success in high school, college or technical training and beyond.

Students in advanced courses are expected to:

- think critically and analyze, synthesize and manipulate knowledge
- develop successful study skills
- budget time effectively and efficiently and commit to a daily, academic action plan
- engage in scholarly research and employ technology as a tool of research and communication
- extend advanced content area vocabulary
- utilize community, university and industry as resources when applicable
- make global connections between the content and its application to the real world
- select appropriate tools (including technology) for advanced comprehension
- maintain subject-specific portfolios/notebooks when applicable
- commit to this agreement supporting Advanced courses, Pre-AP courses and the program expectations
- complete competition level projects and use higher-level skills when appropriate

Success requires commitment from students, parents/guardians and teachers involved in advanced programs:

- The student agrees to organize his/her efforts and time to successfully complete the course. By signing below, the student understands this agreement and commits to participate in the course for the entire year.
- The parents/guardians consider the course expectations carefully and reach an understanding and agreement with the student concerning the rigor and demands of the course. Parents/guardians agree to support the student's organization and time management to complete course work. Parents/guardians will notify the teacher of any concerns relating to the course requirements or the student's progress. By signing below, parents/guardians understand course expectations and are granting permission for their child to participate in this rigorous course.
- The teacher agrees to conduct the course using research-based strategies and content at a pace appropriate to the grade level. The teacher communicates student progress through regularly scheduled progress and grade reports. The teacher will provide immediate intervention when needed and will hold a conference with students and parents/guardians regularly regarding progress.

- 6th and 7th or GT/Honors math courses include accelerated content laying the groundwork for success in Algebra I and beyond. It is NOT recommended that students enter the Algebra I Honors or GT/Honors course without the previous years of Honors math course work.

Course Placement: Schedule changes in Honors classes may take place during two windows. The first window is at the end of the first six weeks and the second window is at the end of the first semester. There are exceptions for a schedule change within the first six weeks of school that may be approved by administrators and/or counselors. If a student struggles, various academic supports and interventions will be employed and conferences will be held with an administrator, a teacher, parent/guardian and the student so student progress can be reviewed. At this time, a consensus should be made as to the appropriate support and/or course placement for the second six weeks or the second semester.

Please check all advanced courses to which you are committing for the 2026-2027 school year:

Sixth grade:

____ ELAR 6 GT/Honors
 ____ Math 6 Honors
 ____ History 6 Honors
 ____ Science 6 Honors

Eighth grade:

____ ELAR 8 Honors
 ____ Algebra I Honors
 ____ Math 8 GT/Honors
 ____ History 8 Honors
 ____ Science 8 Honors
 ____ Spanish I and/or II

Seventh grade:

____ ELAR 7 GT/Honors
 ____ Math 7 Honors
 ____ History 7 Honors
 ____ Science 7 Honors
 ____ Spanish I

I understand that the above course(s) selected is at least one six weeks or a semester of commitment with monitoring of student progress. I understand that if there is a need, a conference will be held with the administrative team, the parent, and student to discuss progress in the selected courses.

Student signature to commit to the course(s)

Date: _____

Parent signature to support student participation:

Date: _____

ROISD PARENT/GUARDIAN OVERRIDE FORM

Student's Name: _____ School Counselor: _____

Please understand that your child does not meet all the criteria for this course; therefore, we are concerned about the likelihood of his or her success in the course. Your signature below indicates that you as the parent wish to place your child in this course, despite ROISD guidelines.

I am requesting that my child be placed in (Course name/level): _____

- It is my understanding that each academic course has certain prescribed essentials or standards which must be met. Extra help beyond that which is given to other students in this class should not be expected.
- I understand that if he/she is not successful, he/she will be reviewed at the end of the first six-week period using multiple sources of data to determine continued eligibility. A determination of placement will be made by no later than the end of the first semester and is contingent on space availability. Also, a schedule change for one course may affect several other classes in my child's schedule.

Reason for request: _____

Parent/Guardian Signature

Phone

Date

A student will not be placed into a non-recommended course if this form has not been completed and returned.

(For School Use Only)

School Counselor Name & Signature

Date Change Made

1st Grade Reading Level Scoring Guide

		6 Weeks				
Guided Reading	1st	2nd	3rd	4th	5th	6th
Pre-Primer	55	55	55	55	55	55
A	65	55	55	55	55	55
B	75	65	55	55	55	55
C	85	75	55	55	55	55
D	95	85	65	65	65	65
E	95	95	75	65	65	65
F	100	100	85	75	65	65
G	100	100	95	85	75	65
H	100	100	100	95	85	75
I	100	100	100	100	95	85
J	100	100	100	100	100	95
K	100	100	100	100	100	100
L	100	100	100	100	100	100
M	100	100	100	100	100	100
N	100	100	100	100	100	100

- Green Boxes = GRA
- Yellow Boxes = Running Records or GRA

APPENDIX F

2nd Grade Reading Level Scoring Guide

		6 Weeks				
Guided Reading	1st	2nd	3rd	4th	5th	6th
Pre-Primer	55	55	55	55	55	55
A	55	55	55	55	55	55
B	55	55	55	55	55	55
C	55	55	55	55	55	55
D	55	55	55	55	55	55
E	55	55	55	55	55	55
F	55	55	55	55	55	55
G	65	55	55	55	55	55
H	75	65	55	55	55	55
I	85	75	65	55	55	55
J	95	85	75	65	65	65
K	100	95	85	75	65	65
L	100	100	95	85	75	75
M	100	100	100	95	85	85
N	100	100	100	100	95	95
O	100	100	100	100	100	95
P	100	100	100	100	100	100

- Green Boxes = GRA
- Yellow Boxes = Running Records or GRA