



MIS Grading Guidelines for 2026-2027

Standards for Mastery

(See HPISD Policy EIE)

1. Texas Education Code Sec. 28.0216. DISTRICT GRADING POLICY. A school district shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. The district grading policy must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment. [EIA(LEGAL)]
2. Classroom assignments and assessments based on the skills necessary for success at the next course shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade. [EIA(LOCAL)]
3. In grades 5–6, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in the following areas: language arts, mathematics, and either science or social studies. [EIE(LOCAL)]
4. For students receiving special education services, 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. [EIE(LOCAL)]

Grading and Reporting Procedures

(See HPISD Policy EI, EIA, and EIAB as applicable)

Grade Book

1. Grade progress reporting is available on an ongoing basis through Skyward Family Access.

Weekly grade reports are available through Skyward email.

2. The grade book represents student growth and performance on the collected evidence throughout the nine-week grading period.

Types and Weights of Assessments

1. Grades will be based on mastery of the content as reflected by high-quality assessments.
2. Grades that do not reflect mastery of the curriculum standards will not be recorded as academic grades. (Examples: Silent reading, binder checks, bringing supplies, headings, etc.)
3. Students will have multiple opportunities for practice before a summative assessment.
4. Skyward Gradebook will reflect the following categories: Minor summative assessments, major summative assessments
 1. Minor Summative Examples (examples only, not a comprehensive list): Quizzes, rough drafts, short responses, teacher observations, exit tickets, checkpoints, quick checks, reading log responses, journal entries, performance tasks, lab write-ups
 2. Major Summative Examples (examples only, not a comprehensive list): Unit tests, projects, research papers, final essays, presentations, lab reports, performance tasks, portfolios
 3. Grade weighting for minor and major summative assessments will be determined by the school and department and will be consistent for all teachers within the same grade level.
 4. Skyward Gradebook may reflect the following categories to be used at teacher discretion: practice and work habits.
 - a. A "Practice" category may appear in Skyward with a grade weight of 0%. If a teacher wishes to record grades for practice, homework, or other formative assessments for the purpose of tracking student progress, the "Practice" category would be used.
 - b. A "Work Habits" category may appear in Skyward with a grade weight of 0%. If a teacher wishes to record grades for timeliness or quality of work, the "Work Habits" category would be used. Work Habits may also be reported for each subject with the required Citizenship grade as an E, S, N, or U on the report card.
 - c. Non-core elective courses may include "Work Habits" in calculating the grade.

Minimum Number of Grades Per Reporting Period

1. One assignment grade cannot count more than 30% of the final grade for the grading period.
2. The final grade shall reflect a sufficient sampling of summative assessments to adequately reflect mastery of the standards.

Timely Grading

1. Minor Summative grades shall be posted within 3 school days of the day the assignment was turned in.
2. Major Summative grades shall be posted within 10 school days of the day the assignment was turned in, provided the tenth day does not extend beyond the 7-day grace period at the end of the grading period.

Grading Key

1. For core academic courses, language arts, math, science, social studies; as well as Spanish and 6th grade fine arts elective courses; grades will be reported on the following scale:
 - 90-100 The student has mastered or is above the grade level expectation of the standard, assignment, or course
 - 80-89 The student is meeting the grade level expectation of the standard, assignment, or course
 - 70-79 The student is making progress toward the grade level expectation of the standard, assignment, or course
 - Below 69 Even with support, the student is not adequately progressing toward the grade level expectation of the standard, assignment, or course
2. For physical education and 5th grade specials classes, grades will be reported on the following scale:
 - Pass - The student is meeting the grade level expectation of work habits for the assignment or course
 - Fail - The student is not meeting the grade level expectation of work habits for the assignment or course

Makeup Work

1. Students are required to complete all work missed as a result of an excused absence and full credit will be given for all assignments.

2. Students are allowed the same number of days as the number of excused absence days missed to make up all work.
3. If a student is absent 3 days or more, the parent may contact the teacher to request a collection of makeup work.

Completion of Late Work

1. Students are expected to complete any missing work. Detentions, ISS, and other disciplinary consequences may be assigned by the teacher or the administrator for not completing work.
2. If a student does not complete a minor or major summative assessment, an "I" for Incomplete will be recorded. If the "I" remains at the end of the nine weeks, the "I" will be recorded as the nine-week grade.
3. Students are allowed the same number of days as absences to make up work before an "I" is recorded.
4. Extensions for extenuating circumstances must be approved by the appropriate administrator and will be considered on an individual basis.

Homework

1. The teacher is responsible for assigning effective, well-planned homework assignments that aid the student in the mastery of the essential knowledge and skills. Homework will not be assigned as punishment.
2. Homework will be used to enrich or reinforce topics covered in class and should satisfy at least one of the following objectives:
 - a. To provide a drill that helps the student practice the basic skills of a subject.
 - b. To give the student practice and extension of concepts learned in class.
 - c. To extend learning beyond the material that can be covered in class.
 - d. To develop effective study methods.
 - e. To help the student prepare for classroom work.
 - f. To allow the student to make up work after an absence.
 - g. To provide a means of re-teaching essential knowledge and skills.

Reteaching and Reassessing for Mastery

1. A student will be provided with a reasonable opportunity to redo an assessment that a student fails. [EIA(LEGAL)]
2. In order to further the learning process, MIS will allow redos for summative assessments in which a student scores a grade below 85. It is the student's responsibility to contact the teacher immediately after the grade is posted if he/she wants to participate in a reteach and reassessment.

3. Teachers will require a student to participate in the reteach and reassessment if the student receives a failing grade below a 70 on a summative assessment. The following criteria must be met for the student to be eligible to redo an assessment:

Major Summative Assessments:

1. A student must have an opportunity to relearn the content or skills through any reasonable re-teaching, tutorials, error analysis sheet, or other review activities assigned by the teacher in preparation for redoing an assessment. A student must complete the assigned activities prior to the reassessment. Making test corrections is preparation for a reassessment, not a reassessment itself.
 - a. *Attendance at fine arts performances is typically required for a major grade in fine arts electives. Students who are absent from performances may be required to complete an alternate assignment.
2. After a reassessment, the teacher will record the higher of the two grades, up to a maximum grade of 85 on the second assessment. The teacher is not prohibited from recording a higher grade, as the final grade rests with the discretion of the teacher.

Minor Summative Assessments:

1. Students must participate in any reasonable re-teaching, tutorials, error analysis sheet, or other review activities assigned by the teacher in preparation for redoing an assessment.
2. A minor assessment grade may be replaced with more recent evidence of learning from a later minor or major assessment.
3. After a reassessment, the teacher will record the higher of the two grades, up to a maximum grade of 85 on the second assessment. The teacher is not prohibited from recording a higher grade, as the final grade rests with the discretion of the teacher.

Official Grade Reports

1. Report Cards
 - a. Grade reports shall be posted to Skyward Family Access every nine weeks for students in Grade 5-6. Parents are required to view the Report Card on Skyward Family Access and electronically sign to document parent review. [EIA(LOCAL)]
2. Progress Reports
 - a. Grade reports shall be posted to Skyward Family Access every nine weeks for students in Grade 5-6. Parents are required to view the Report Card on Skyward Family Access and electronically sign to document parent review. [EIA(LOCAL)]
 - b. Students showing consistently unsatisfactory progress at the midpoint of the nine-week reporting period shall be issued a progress report through Skyward Family Access.

Interim progress reports may be issued at the teacher's discretion at any time.
[EIA(LEGAL)]

- c. Conferences to discuss student progress concerns are encouraged and can be arranged by contacting the student's advisory teacher or counselor.

Academic Dishonesty and Integrity

1. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. [EIA(LOCAL)]
2. Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties, but these penalties shall not be reflected in the academic grade.
3. Students shall be immediately reassessed for mastery of learning.