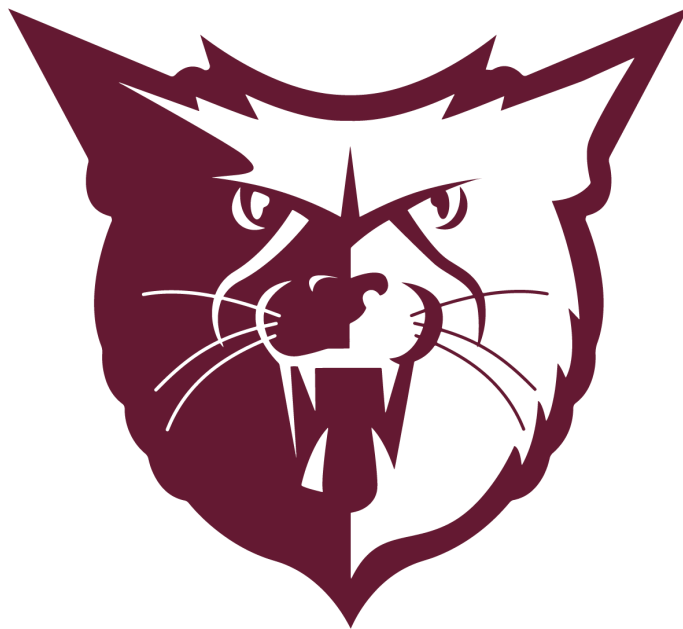


Grading Guidelines

2026-2027



SHERMAN

INDEPENDENT SCHOOL DISTRICT

Superintendent of Schools

Dr. Thomas O'Neal

Board of Trustees

Nathan Cain | Kelssi Fredrick | Paul Manley | Brad Morgan | Jennifer Shelby | David Tarvin | Wendy Velotti

Grading Guidelines Advisory

Input for decisions on Grading Practices in Sherman ISD was received from the following:

Asst. Superintendent, Principals, Directors from Office of Teaching and Learning, Grade Level and Secondary Department Lead Teachers, Parents, and Students

Purpose and Philosophy

Sherman ISD believes that education transforms lives and that all students are capable of success when provided with equitable opportunities, high expectations, and supportive relationships. Grading is one of the primary ways we communicate student progress and learning, and it must reflect our shared values of integrity, equity, and growth.

The purpose of grading in Sherman ISD is to serve learning by providing accurate and timely information to students, parents, and educators about progress toward mastery of standards and course expectations. Grades should honor what students know and are able to do, reflecting achievement and growth rather than compliance or behavior.

Aligned with the district's vision to empower students to achieve their personal best and contribute positively to their community, grading practices should foster responsibility, resilience, and continuous improvement. We recognize that there is no single perfect grading program or practice, but we are committed to consistency, transparency, and fairness across campuses while allowing flexibility for different assignments, learning experiences, and instructional approaches.

These guidelines are grounded in Sherman ISD's core beliefs that:

- All students are capable of learning at high levels.
- Strong relationships and a supportive learning environment are essential for student success.
- High expectations, coupled with the right support, lead to growth for every student.
- Collaboration between schools, families, and the community is critical to student achievement.

By weaving these beliefs into grading, our goal is to ensure that every grade communicates learning, supports student growth, and reflects the high standards and aspirations of Sherman ISD. Grading practices in Sherman ISD are designed to prepare students for college, career, and military readiness (CCMR), ensuring that grades reflect the skills and knowledge students will need beyond graduation.

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2026-2027 Elementary Grade Reporting Calendar

1st Nine Weeks: Aug. 11 - Oct. 9 43 Days

Type of Report	Last day of Reporting Period	Grades Distributed/Sent Home (Progress Report or Report Card)
Progress Report	9/11/26	09/18/2026
Report Card	10/09/26	10/23/26

2nd Nine Weeks: Oct. 19 - Dec. 18 39 Days

Type of Report	Last day of Reporting Period	Grades Distributed/Sent Home (Progress Report or Report Card)
Progress Report	11/13/26	11/20/26
Report Card	12/18/26	1/08/27

3rd Nine Weeks: Jan. 05 - Mar. 12 46 Days

Type of Report	Last day of Reporting Period	Grades Distributed/Sent Home (Progress Report or Report Card)
Progress Report	2/05/27	2/12/27
Report Card	3/12/27	3/25/27

4th Nine Weeks: Mar. 22 - May 14 37 Days

Type	Last day of Reporting Period	Grades Distributed/Sent Home (Progress Report or Report Card)
Progress Report	4/09/27	4/16/27
Report Card	5/07/27	5/14/27

2026-27 Secondary Grade Reporting Calendar

1st Nine Weeks: Aug. 11 - Oct. 9 42 days

Type	Last day of Reporting Period	Grades Distributed/Sent Home (Progress Report or Report Card)
Progress Report	08/28/26	09/04/26
Progress Report	09/18/2026	09/25/26
Report Card	10/09/26	10/23/26

2nd Nine Weeks: Oct. 19. - Dec. 18 39 Days

Type	Last day of Reporting Period	Grades Distributed/Sent Home (Progress Report or Report Card)
Progress Report	11/06/26	11/06/26
Progress Report	12/04/26	12/04/26
Report Card	12/18/26	1/08/27

3rd Nine Weeks: Jan. 05 - Mar. 12 46 Days

Type	Last day of Reporting Period	Grades Distributed/Sent Home (Progress Report or Report Card)
Progress Report	1/25/27	01/29/27
Progress Report	2/16/27	2/19/27
Report Card	3/12/27	3/25/27

4th Nine Weeks: Mar. 22 - May 14 37 Days

Type	Last day of Reporting Period	Grades Distributed/Sent Home (Progress Report or Report Card)
Progress Report	4/12/27	4/16/27
Progress Report	5/03/27	05/05/27
Report Card	5/12/27	5/14/27

General Information

Campus Contact Information:

Douglass EC - (903) 891-6545
Perrin EC - (903) 891-6680
Crutchfield Elem - (903) 891-6565
Dillingham Elem - (903) 891-6495
Fairview Elem - (903) 891-6580
Neblett Elem - (903) 891-6670
Parker Elem - (903) 891-6720

Sory Elem - (903) 891-6650
Washington Elem - (903) 891-6700
Piner Middle School - (903) 891-6470
Sherman Middle School - (903) 891-8940
Sherman High School - (903) 891-6440
Jefferson Learning Center - (903) 891-6610

Overview

As students are evaluated on progress towards mastery of skills and concepts as identified through the Texas Essential Knowledge and Skills (TEKS) as outlined in the Sherman Independent School District's curriculum, teachers will use a variety of indicators to monitor and assess progress on the learning continuum. Indicators may include any or all of the following:

Teacher observations based on specified criteria	Homework and daily practice
Class discussions and participation	Book reviews and written reports
Oral interviews and presentations	Teacher-made assessments
Projects	Research projects
Demonstrations of learning	i-Ready (Grades K–8)
Checklists and rubrics	Unit, semester and/or benchmark assessments or exams
Cooperative learning group tasks	TELPAS
Daily practice	STAAR
Compositions and reflective writing	

The list above shows a variety of assessment options, though it is not exhaustive. Any additional indicators used must be directly aligned with the Texas Essential Knowledge and Skills (TEKS). Teachers are not required to assign a grade each time progress is assessed; feedback alone is often sufficient to support student learning.

Note: This document reflects district and campus expectations. A principal must propose any revisions or exceptions to these guidelines and submit the request to the Assistant Superintendent of Curriculum & Instruction prior to the beginning of the school year. Students' grades shall reflect mastery of District objectives. Teachers shall follow District-approved grading guidelines that have been designed to reflect each student's academic achievement for the grading period, semester, or course. State law provides that a test or course grade

issued by a teacher cannot be changed unless the Board of Trustees determines that the grade was arbitrary, or contains an error, or that the teacher did not follow the District’s grading guidelines. Board Policies EI (LEGAL/LOCAL) and EIA (LEGAL/LOCAL).

Roles and Responsibilities

Student success requires a shared commitment. In Sherman ISD, every stakeholder—students, families, educators, district staff, and community partners—has an important role in supporting academic growth and achievement. By working together, we align to the goals of the Sherman ISD Strategic Plan, ensuring that every student receives high-quality instruction, personalized support, and meaningful learning opportunities. When each partner fulfills their role, students thrive and the entire community benefits.

TEACHER	ADMINISTRATORS
Aligned to Strategic Objectives: <i>High-Quality Learning, Future-Ready Graduates, and Investing in People</i> • Deliver instruction, assessment, and grading aligned to TEKS and the district’s Scope and Sequence. • Use data in PLCs to guide instruction, provide targeted interventions, and support student growth through MTSS. • Communicate regularly with families and students to ensure clarity about progress and expectations. • Implement high-leverage instructional practices that foster engagement, critical thinking, and personalized learning. • Maintain a safe, inclusive classroom environment while meeting the needs of diverse learners through 504, IEP, LEP, and individual plans..	Aligned to Strategic Objectives: <i>Empowered Educators, Equity and Excellence, and Systemic Accountability</i> • Conduct walkthroughs and instructional rounds to ensure alignment with TEKS, curriculum, and best practices. • Lead PLCs and data meetings that drive instructional clarity and accountability. • Monitor grading practices for consistency with SISD guidelines. • Provide coaching and professional learning aligned to district priorities. • Oversee MTSS to ensure timely academic and behavioral supports. • Use data to communicate performance and guide campus decisions. • Develop and monitor improvement plans that address student disparities. • Foster a collaborative and innovative campus culture.

PARENT/GUARDIAN	STUDENT
Aligned to Strategic Objectives: <i>Whole-Child Commitment, Strategic Partnerships, and Clear Communication</i> • Ensure your student attends school regularly, follows behavior expectations, and completes homework with intention. • Designate a quiet and structured space for homework and support strong study habits at home. • Encourage daily reading for at least 20 minutes, modeling and fostering a love of lifelong learning. • Stay informed by regularly checking gradebook updates and teacher communications via TEAMS Parent Portal • Reach out to teachers or staff when you have questions, concerns, or suggestions. • Attend parent-teacher conferences, student showcases, and school events to stay engaged in your child's education. • Collaborate with school staff to support student goal setting and growth, both academically and behaviorally.	Aligned to Strategic Objectives: <i>Student Agency, Academic Success, and Character Development</i> • Arrive ready to learn and actively engage in class. • Participate by asking questions, offering ideas, and collaborating with peers. • Complete assignments and assessments with effort and integrity. • Seek help when needed through tutorials, RTI, or enrichment. • Read independently at least 20 minutes per night. • Monitor your grades, set goals, and celebrate growth along the way. • Follow campus behavior expectations, contributing to a respectful and safe community.

General Policies

Academic Achievement: Retention, Promotion, and Curriculum Mastery

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment (if applicable), and any other necessary academic information as determined by the district. Expectations and standards for promotion shall be established for each grade level, content area, and course. [See District Policy EIE(Local) and EIE(Legal)].

Awarding Class Credit: Mastery of Objectives

Student academic achievement shall be based upon the degree of mastery of the objectives which reflect the Texas Essential Knowledge and Skills (TEKS). In order to be awarded credit in a course or subject, a student must have the following:

- A yearly average grade of 70 or higher on a 100 point scale (grades 3-12)
- Required Attendance in accordance with state law. A student may not be given credit for a class unless the student is in attendance for at least 90% of the days the class is offered.

Attendance is subject to guidelines from the district on what is considered excused and unexcused absences. Please contact the campus attendance office if you have questions about your child's attendance and/or credits.

Sherman High School students may have two college visit days their junior year and two their senior year. It is recommended that students obtain prior approval from their grade-level counselor/administrator and a letter from the college or university verifying the visit.

Academic Integrity

Academic dishonesty as defined in SISD Board Policy EIA (LEGAL/LOCAL). Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests, possible loss of credit, and disciplinary penalties in accordance with the campus discipline system. Academic dishonesty includes cheating or copying the work of another student, plagiarism of any kind, including the use of electronic media, and unauthorized communication between students during an assessment. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising employee, taking into consideration written materials, observation, or information from students. Behaviors defined as cheating include, but are not limited to:

- Giving or receiving information, looking at someone else's work, or allowing someone else to see one's work during an exam, test or quiz.
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key.
- Use of unauthorized resources such as notes, cell phones, or other electronic devices during an exam.
- Taking an exam, producing a project, paper or assignment for another student or asking someone to take an exam or produce a project, paper or assignment for an individual.
- Copying work assigned to be done independently or letting others copy one's work.

Behaviors defined as plagiarism include, but are not limited to:

- Any misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, electronic media, and other similar works.
- Paraphrasing another's work as one's own without proper citation. Academic dishonesty may result in academic and behavioral consequences.

Artificial Intelligence (AI) and Academic Integrity: The unauthorized use of generative artificial intelligence (AI) tools, including but not limited to AI writing generators, AI-powered paraphrasing tools, or similar technologies, to produce, complete, or substantially alter an assignment that is intended to reflect the student's own work is prohibited and constitutes academic dishonesty. Students may use AI tools only when explicitly authorized by the teacher as part of the assignment. When AI tools are authorized, students must disclose their use in accordance with teacher instructions. Academic dishonesty in a dual credit course may also impact a student's permanent college transcript.

Grade Reporting

Progress Reports

The purpose of the progress report is to inform students, parents/guardians, and campus administrators regarding a student's progress in a subject area, specific course, attendance, and in conduct/work habits. The progress report reflects both satisfactory and unsatisfactory student progress.

- All elementary students will receive a progress report at the mid-point of the nine-week period. Reports are sent home with the student.
- All secondary students will receive a progress report at the third and sixth week point of the nine-week period. Progress reports are sent electronically.

Teachers must notify parents when a student's grade falls below 75 or is a DN (PK-2) after the midpoint of a grading period. Preferred methods include phone calls, emails, or in-person conferences. Communication should be documented in the gradebook notes or maintained in campus communication logs at all levels within SISD.

Report Cards

The report card is a communication tool for parents/guardians and students. Report cards provide information regarding academic progress as well as attendance information. Report cards will be managed according to the following guidelines:

- Report cards are computer generated for grades PreK - 12th.
- Report cards are issued once at the end of each grading period. Both elementary and secondary campuses follow a nine-week grading period.
- PreK, Kindergarten, First and Second grade report cards are sent home with the students each nine weeks. Student-delivered report cards require a parent/guardian signature.
- Students in Grades PK-2 will receive a Standards-Based Report Card.
- Report cards for Grades 3-12 are sent electronically. We highly recommend parents view student grades through the Parent Portal.
- Report cards for students in the Dual Language and Spanish Immersion Programs will be the same as those for all students in SISD; however, additional reports addressing first and second language acquisition will be provided to parents periodically by teachers in these programs.
- Elementary (Pre-K through 5th Grade): Teachers must provide a parent communication letter at the beginning of each school year that outlines grading categories, grading expectations, homework expectations, and how families can monitor student progress. This letter should be sent home and posted digitally where applicable. Secondary (Grades 6-12): Course syllabi must be provided to students and

parents/guardians at the beginning of each semester. Syllabi must include grading categories and weights, late work policies, reassessment procedures, and how to access the gradebook through the Parent Portal.

Elementary Grading Guidelines

Pre-K Through Second Grade Standards-Based Report Card Guidelines

The Sherman ISD standards-based report card (SBRC) for students in pre-kindergarten through second grade is used as a tool to communicate to parents and other stakeholders progress toward grade level expectations for reading, writing, math, science, social studies, and behavior. The ultimate goal is to help each child reach his/her potential. The best opportunity to realize our goal for students occurs when the school and family work together as a team to support students in their learning goals. Therefore, parent-teacher conferences are highly encouraged to review the specific details and student progress on the SBRC and rubric.

Each content area is a reflection of the academic and social skills that are outlined in the state standards (TEKS). Skills taught each nine weeks within the content areas of the report card were determined by the TEKS and the SISD Scope and Sequence. Each indicator will show a student’s current achievement level, rather than an average. The indicators provide a better tool for parents to use in understanding their child’s progress in relation to the TEKS. Ongoing teacher observations (anecdotal notes/records) will assist the teacher in the completion of the report card for each marking period. The “grade level expectation” is the end of year goal. Students should demonstrate progress toward the “grade level expectation” throughout the school year as shown on each nine-week report card.

Students will receive a report card each nine weeks with a progress report at each mid-point. The report card has the following key to assist parents/stakeholders with understanding their student’s academic and social skill progress:

- DN = Does not yet meet grade level standards
- AP = Approaching end of year grade level standard
- MS = Meets end-of-year grade-level standard
- * = Has not yet been introduced

Other Assessment Areas

STUDENT WORK HABITS			
O=Outstanding	S = Satisfactory	N = Needs Improvement	U= Unsatisfactory
I can follow directions.			
I can work independently, complete work, and stay on task.			
I can organize myself, my materials, and my belongings.			

I can participate appropriately in group activities.
I can respect adults, peers, and school property.
I can take risks to attempt new tasks.
I can listen attentively without interrupting.
I can make appropriate transitions between activities.
I can accept consequences for personal actions.
I can demonstrate creativity and innovation while developing digital products.

Number of Grades

To ensure ongoing feedback and an accurate measure of student progress, the following minimum requirements apply:

- Formative Assessments: At least one grade per week in each subject area.
- Summative Assessments: At least three grades per nine-week period in each subject area.

Applies to the following content areas: Reading, Language Arts (Writing/Grammar), Math, Science, Social Studies

Re-Teaching, Remediation, and Intervention

Sherman ISD is committed to ensuring all students master grade-level standards. Students who are failing or not yet meeting expectations will receive additional support from their classroom teacher, which may include:

- Small-group instruction with targeted mini-lessons
- Opportunities to correct or re-do assignments or tests
- Adjustments for individual learning needs (e.g., ESL, Dyslexia, 504, IEPs)

When patterns of difficulty are observed and supported by assessment data, teachers may initiate a Multi-Tiered Systems of Support (MTSS) referral. The MTSS committee will review evidence of learning and determine whether Tier 2 or Tier 3 interventions are needed, following the guidelines outlined in the SISD MTSS Manual.

Additional Programs and Supports

In some cases, students may qualify for additional programs or services. Placement decisions are based on assessment data, parent collaboration, and required consent. Not all students will qualify, as supports are tailored to individual needs. Examples of Additional Programs and Supports include:

- Academic Interventions: Tier 2 and Tier 3 (reading, math, behavior), tutoring, dyslexia services
- Language Supports: English as a Second Language (ESL), Bilingual Education
- Specialized Services: Speech therapy, Section 504 plans, Resource (special education), Gifted & Talented (GT/Challenge)

Grading Guidelines for Grades 3-5

The grading system for students in Sherman ISD in 3rd-5th grade core courses will be as follows:

- 100-90 = A - Advanced Performance
- 89-80 = B - Meets Grade Level Proficiency Standard
- 79-70 = C - Approaching Grade Level Proficiency Standard
- 69-0 = F - Failing to Meet Grade Level Standard

In all courses/grades, other areas of study such as art, music, physical education, work habits, and social behavior, student progress is marked as follows:

- = Outstanding - Demonstrated above standard consistently
- S = Satisfactory - Demonstrated at standard consistently
- N = Needs Improvement - Performed slightly below expectations but with continuous progress
- U = Unsatisfactory - Performed consistently below expectations

Assignment of Nine Weeks Grades (Grades 3-5)

Grades should reflect a student's mastery of course standards.

- 60% Summative: Unit tests, projects, and presentations at the conclusion of instruction. Major projects should include at least two formative checkpoints prior to the summative grade.
- 40% Formative: Classwork, daily assignments, and quizzes completed during instruction. These should reflect a balanced variety of tasks.

Minimum Requirements per Nine Weeks: 3 Summative Grades per subject and 9 Formative Grades per subject. Integrated assignments may be used for multiple subjects when aligned to the SISD Scope and Sequence (e.g., a persuasive writing piece on recycling may count in both writing and science).

Additional Grading Information

- Special Areas: Grades in art, music, and PE should reflect academic performance only; behavior is reported separately.
- Timeliness: Formative work should be graded promptly and used to provide students with specific, actionable feedback.
- Homework: Intended for practice and review, not new instruction. Should be limited to 10-15 minutes per subject per night. No digital or technology-based homework will be assigned for students below grade 8. Homework should consist of paper-based tasks, reading, or authentic learning experiences.
- Non-Academic Factors: Grades must not include compliance items (e.g., paper headings, returning signed forms).
- Borderline Grades: Any grade of 69 should be re-examined and may be reconsidered as a 70 to reflect overall mastery.

- Adaptive Platforms (i-Ready, Read 180/Math 180): Diagnostic data and progress from adaptive platforms are used to inform small-group instruction and intervention. Scores, pass rates, or time-on-task metrics from these platforms (e.g., the 45-minute weekly i-Ready target for K-5, approximately 30 minutes independent station time plus 15 minutes teacher-led small group) are not entered as summative or formative grades in the gradebook.

Retesting Policy

- Students earning below 70 on a summative assessment will receive additional instruction and have one opportunity to retest.
- The maximum score recorded on a retest is 80.
- Retesting is intended to promote mastery of concepts, not grade inflation.

Special Designations

- **NG** (No Grade): Issued when: 1. Student was not in attendance and must complete work/assessments 2. No assignments submitted (converts to a zero at semester) 3. Student enrolled in the last 15 days of the grading period without transfer grades 4. Student withdrew before the end of the grading period.
Note: If a student withdraws in the last two weeks but has at least 2 summative and 5 formative grades, a grade shall be assigned.
- **I** (Incomplete): Must be resolved within 3 weeks of the new quarter or within 15 school days at the end of the year.

Grading Guidelines for Grades 6-8

Middle School Grading Guidelines

Students in grades 6-8 are evaluated on their mastery of the Texas Essential Knowledge and Skills (TEKS) for each course. Mastery is determined through a variety of assignments and assessments.

Passing Standard: A grade of 70 or higher is considered passing. To receive course credit, students must:

- Earn at least a 70 for both semesters, or
- Earn a sufficiently high grade in one semester to raise the average of both semesters to 70 or higher.
- If a student fails both semesters, at least one semester must be repeated (regular or summer term), and the combined average must equal 70 or higher.

Evidence of Mastery: Student performance will be measured through: Unit exams, Nine-week assessments, Quizzes and common assessments, Teacher-created exams, Final exams (when applicable; may be administered separately).

Mastery Requirement: Students must demonstrate mastery of at least 70% of course objectives.

General Grading Scale: All SISD Secondary Campuses grade student work on a 100 point scale. The grade scale is as follows: 90-100 = A | 80-89 = B | 70-79 = C | 0-69 = F

Calculations for Grade Reporting

1 st Nine Week Average (3/7 of Semester Average)	2 nd Nine Week Average (3/7 of Semester Average)	Semester Exam (1/7 of Semester Average)	1 st Semester Grade
78	84	85	82
3 rd Nine Week Average (3/7 of Semester Average)	4 th Nine Week Average (3/7 of Semester Average)	Semester/Final Exam (1/7 of Semester Average)	2 nd Semester Average
80	82	86	82
		Final Grade = <u>Sem 1 Avg + Sem 2</u> <u>Avg</u>	82

Promotion Guidelines Middle School (Grades 6-8)

Students will only be retained in middle school based on a decision by a Grade Placement Committee. To be promoted to the next grade level, students must:

- Earn a yearly average of 70 or above in each of the following core subjects: English/ELAR, Mathematics, Science, Social Studies
- Earn an overall average of 70 or above when all subjects (core and electives) are averaged together.
- Meet the 90% state-mandated attendance requirement. State law requires that a student in any grade level from Kindergarten through Grade 12 may not be awarded class credit or a final course grade unless the student attends at least 90% of the time the class is offered.

Required Acceleration Instruction (Grades 6-8)

With the passage of House Bill 4545 (87th Legislature) and its recent update under House Bill 1416 (88th Legislature), accelerated instruction is now required for students in grades 3-8 and for high school students who do not achieve 'Approaches Grade Level' or higher on STAAR/EOC assessments.

If your student does not meet the passing standard on a STAAR assessment, they are entitled to additional instructional support at no cost. You will receive written notification and will be invited to participate in developing your student's accelerated instruction plan. A parent or guardian may submit a written request to the campus administrator to modify or opt the student out of required accelerated instruction.

Under HB 1416, qualifying students must be provided one of the following supports: Assignment to a TIA-designated teacher for the subsequent school year in the applicable subject area; OR Supplemental accelerated instruction aligned with high-impact tutoring practices in the TEKS for the applicable grade level/subject area, delivered in the following manner:

- A minimum of 15 or 30 hours of instruction, depending on student performance, provided during the summer or at least once per week throughout the school year.
- Limited to no more than two subjects per year, prioritizing mathematics and reading language arts.
- Conducted in groups of no more than four students, unless written parent/guardian permission allows for a larger group.
- Designed to ensure students meet grade-level expectations using high-quality instructional materials.
- Delivered by a person trained in the instructional materials and, whenever possible, provided by the same instructor for the entire duration of accelerated instruction.

Grading Categories

All secondary campuses use a Formative / Summative split for grade categories.

- Formative Grades: Earned during an instructional unit to identify student strengths and weaknesses and to guide instruction. Examples include exit tickets, bell ringers, practice questions, and daily assignments.
- Summative Grades: Earned at the end of an instructional unit to evaluate student learning. Examples include unit tests, major projects, final papers, and performance assessments.

Note: Grades should reflect individual student performance. Group product scores may be used but should not dominate assessment outcomes.

Campus Grade Splits:

- Piner Middle School - 40% Formative / 60% Summative
- Sherman Middle School - 40% Formative / 60% Summative

Minimum Grade Requirements per Nine Weeks (Grades 6-8): Teachers are expected to record at least 1 formative grade per week and at least 1 summative grade every three weeks. This cadence produces a minimum of 9 formative grades and 3 summative grades per nine-week grading period per subject.

Minimum and Maximum Grade Points

Sherman ISD believes all students should have an opportunity to demonstrate mastery of the skills and content taught during each unit. Teachers are encouraged to align grading with observed growth, effort, and improvement over time, rather than penalizing students in ways that discourage engagement or recovery.

To support this philosophy, Sherman ISD allows that for any assignment in which a student demonstrates a reasonable attempt to complete the work, the minimum grade recorded may be no lower than 50, at the teacher's professional discretion. A grade of zero is reserved for work that was not submitted or for academic dishonesty.

This practice is intended to: Promote student re-engagement and resilience, Reflect a growth mindset approach, and Prevent situations in which a single failing grade irreparably damages a student's ability to recover for the term.

Exceptions to this practice include: Instances of no attempt to complete the assignment, and Confirmed cases of academic dishonesty or plagiarism. Final grading decisions remain the responsibility of the classroom teacher and must be aligned with Sherman ISD Board Policy EIA (LOCAL).

Additionally, Sherman ISD does not support the use of 'extra credit' for non-academic tasks (e.g., bringing supplies, decorating, or behavior incentives). Grades must reflect academic performance and mastery of learning objectives, not compliance or participation in unrelated activities.

Gradebook Notation

Teachers must assign each task to either the Formative or Summative category, aligned to instructional purpose. Each entry must include the assignment title, earned score, assignment type, and a running average.

- I - Incomplete: Used when a student has missing work. An 'I' is considered failing for UIL eligibility. Teachers must document the work needed and communicate a due date.
- NG - No Grade: Used when an assignment is exempted and will not count in grade calculation. This may apply to the whole class or individual students. NG does not impact UIL.

- **CNS - Complete, No Score:** Used when a student has turned in the assignment, but it is awaiting grading. This notation does not impact UIL eligibility. Teachers must update these entries in a timely manner.
- **UIL - UIL Event Absence:** Used when a student misses an assignment due to participation in a UIL-approved school event. This code does not impact UIL eligibility and signals that the student is allowed makeup time under district policy.
- **0 - Zero:** Used only when a student made no attempt on the assignment and has not responded to re-teaching or makeup opportunities. Zeros should not be used punitively or prematurely.

Communication

To ensure that parents and guardians receive the most up-to-date information regarding their child's academic progress, teachers in grades 6-8 are required to record weekly grades in the electronic gradebook by 8:00 a.m. each Monday for the preceding week.

Sherman ISD middle schools offer six courses in the eighth grade for high school credit. Students enrolled in these courses must be able to perform at the academic level required of high school students.

- A semester final examination is required, which counts as one-seventh of the final semester grade.
- The semester grades are recorded on the student's official high school transcript.
- The final semester grades are included in the calculation of the student's high school GPA and determination of class rank at graduation.
- Counselor approval is required for enrollment in high school credit courses at the middle school level.

Advanced Academic Algebra I and Spanish I are weighted courses that have additional grade points calculated into the high school Grade Point Average.

NOTICE: Future GPA Weighting Change (SB 1191). Beginning with students who enter 7th grade in the 2027-28 school year, Sherman ISD will implement a new state-mandated GPA weighting system in accordance with Texas Senate Bill 1191. Under this system, Advanced Placement (AP), International Baccalaureate (IB), OnRamps dual enrollment, and non-CTE dual credit courses will receive equal weight. CTE dual credit courses will receive a separate, locally determined weight. Honors courses will receive additional locally determined weight. This change does NOT affect current students. Students entering 7th grade in 2026-27 will continue under the current Sherman ISD weighted scale through graduation. Families with questions should speak with their campus counselor.

Make Up Work

Students shall be permitted to make up assignments and tests following any absence. All students will receive credit for satisfactory make-up work, including those with excused, unexcused, or suspension-related absences. The district shall not impose a grade penalty for make-up work completed after an unexcused absence. (See Board Policy FEA Local)

- Students have one day for each day missed to complete missed assignments and assessments, unless alternative arrangements are made with the teacher.
- Late penalties may apply if the student does not complete work within the allotted time frame.
- In the case of conflicts with school-related activities, the student must coordinate with the teacher to establish a revised timeline.

- If a student fails to submit work after the adjusted period, a grade of zero may be recorded.
- Teachers must provide assignments in advance of an absence when requested by the student or parent. Scheduled absences require principal approval with two weeks' notice.

Late Work Grading

Teachers are required to accept late work within the grading period. Late work should be graded for mastery of the TEKS, not just compliance. Sherman ISD recognizes that students face a wide range of circumstances outside the classroom, and our late work policy is designed to hold students to a consistent standard while allowing for grace when a student's situation warrants it.

- A flat deduction of 10 points will be applied to any late assignment, regardless of how many days it is submitted after the due date. This deduction is applied once and does not increase over time.
- Work will be accepted through the end of the grading period. After the grading period closes, a grade of zero will be recorded for any missing assignment.
- Teachers have professional discretion to waive the 10-point deduction for students facing documented extenuating circumstances (e.g., family hardship, illness, or situations beyond the student's control). Waivers should be applied consistently and documented in the gradebook or campus communication log.
- All late work expectations must be included in course syllabi and reviewed with students at the beginning of each grading period.

Homework

The purpose of homework in middle school is to provide practice, review, or extension of skills taught in class. Homework should never introduce new material and should be purposeful and manageable.

- Homework may be assigned at teacher discretion and must be appropriate to the grade level, course expectations, and student needs.
- No digital or technology-based homework will be assigned for students below grade 8. All homework at the middle school level will be paper-based or focused on hands-on, authentic learning experiences. Canvas remains available for students to access resources, but home assignments must not require digital submission or screen time.
- Homework should be used as a formative assessment only and should not be counted as a summative grade.
- Students are held accountable through checks for completion, reflection activities, or in-class application.
- Peer assessment may be used for feedback and revision, but peer grading for gradebook entry is prohibited.
- Homework expectations and grading should be clearly outlined in the course syllabus.
- Teachers should apply reasonable flexibility for late homework, particularly at the middle school level, and avoid punitive grading practices for missed homework alone. If students demonstrate effort and content understanding, credit should be awarded.

Re-Assessment (i.e. Re-Testing)

Sherman ISD supports reassessment as a means to promote mastery of learning objectives, not as extra credit or grade inflation. Reassessment opportunities reflect a growth mindset approach that values student learning over point accumulation. **This guideline does not apply to Advanced Placement (AP) or Dual Credit courses.**

- Eligibility: Any student who does not demonstrate success on a summative assessment will be provided the opportunity for one reassessment per test, provided the following conditions are met:

"Does not demonstrate success" is defined as earning a grade below 80 on a summative assessment. Students who earn an 80 or above on the original assessment are not eligible for reassessment. A passing grade of 70-79 reflects that a student met the minimum threshold but has not yet demonstrated full mastery of the content. Reassessment provides those students the opportunity to deepen their understanding and demonstrate proficiency. This distinction is essential to maintaining the integrity of the reassessment process and ensuring that it serves as a genuine learning opportunity, not a strategy to inflate an already passing grade.

Teacher Responsibilities

- Clearly communicate reteach/retest opportunities and timelines to students.
- Provide reteach, review, or corrective instruction prior to the reassessment.
- Specify the required tasks (e.g., corrections, practice problems, tutorials) students must complete before the reassessment.
- Ensure reassessments are scheduled in a timely manner, allowing equitable access.

Student Responsibilities

- Complete all assigned reteach activities, interventions, or corrections.
 - Adhere to the deadlines and procedures provided by the teacher.
 - Take the reassessment within the designated timeframe.
 - Demonstrate effort and engagement during the reteach process.
- **Learning Requirement:** Before reassessment, students must participate in additional learning opportunities (e.g., tutoring, re-teaching sessions, completion of test corrections, or other teacher-directed interventions).
 - **Scoring:** Students may earn a maximum score of 80 on any reassessment opportunity. Campus administrators, in consultation with the department, may approve exceptions when appropriate.
 - **Recording of Grades:** If a student completes both the original and reassessment, the higher of the two scores will be recorded. Teachers are required to update grades weekly in the gradebook to ensure transparency and timely communication with students and families.
 - **Timelines:** Reassessments must be offered equitably. Students must be provided a minimum of five (5) school days from the date the original grade is posted to complete the reteach/retest opportunity. If a major assessment is administered during the last five (5) school days of a grading period, the

reassessment opportunity will carry into the next grading period but must still be completed within five (5) school days after grades are posted. All reassessments must be completed and recorded by the end of the grading period unless carried over under this provision.

- To be eligible for reassessment, students must have made a reasonable attempt on the original assessment. Students who refuse to complete the original assessment or submit no meaningful work (i.e., receive a zero due to non-attempt) are not entitled to reassessment. Campus administrators, in consultation with the teacher, may consider exceptions in extenuating circumstances.

Campus specific guidelines for Re-Testing:

- Middle Schools: Any student in grades 6-8 has 5 days to attend a re-teach and complete a re-assessment after receiving his/her grade on an assessment. Some situations may require teacher discretion.

Grading Guidelines for Grades 9-12

High School Grading Guidelines

Students in grades 9-12 are evaluated on their mastery of the Texas Essential Knowledge and Skills (TEKS) for each course. Mastery is determined through a variety of assignments and assessments.

Passing Standard: A grade of 70 or higher is considered passing. To receive course credit, students must:

- Earn at least a 70 for both semesters, or
- Earn a sufficiently high grade in one semester to raise the average of both semesters to 70 or higher.
- If a student fails both semesters, at least one semester must be repeated (regular or summer term), and the combined average must equal 70 or higher.

Promotion Guidelines High School (Grades 9-12)

To be classified in the appropriate grade level, students must earn the following minimum credits:

- Sophomore (10th grade): 5 credits
- Junior (11th grade): 11.5 credits
- Senior (12th grade): 18 credits

Required Accelerated Instruction

With the passage of House Bill 4545 (87th Legislature) and its recent update under House Bill 1416 (88th Legislature), accelerated instruction is required for high school students who do not achieve 'Approaches Grade Level' or higher on any of the five required End of Course (EOC) assessments: English I, English II, Algebra I, Biology, and U.S. History.

Accelerated instruction must be completed before the next regularly scheduled EOC administration for the applicable subject. For example, a student who does not meet the standard on the Algebra I EOC must complete accelerated instruction before the next scheduled Algebra I EOC administration.

If your student does not meet the passing standard on a required EOC assessment, they are entitled to additional instructional support at no cost. You will receive written notification and will be invited to participate in developing your student's accelerated instruction plan. A parent or guardian may submit a written request to the campus administrator to modify or opt the student out of required accelerated instruction.

Under HB 1416, qualifying students must be provided one of the following supports: Assignment to a TIA-designated teacher for the subsequent school year in the applicable subject area; OR Supplemental accelerated instruction aligned with high-impact tutoring practices in the TEKS for the applicable subject area, delivered in the following manner:

- A minimum of 15 or 30 hours of instruction, depending on student performance, provided during the summer or at least once per week throughout the school year.
- Limited to no more than two subjects per year, prioritizing mathematics and reading language arts.
- Conducted in groups of no more than four students, unless written parent/guardian permission allows for a larger group.
- Designed to ensure students meet grade-level expectations using high-quality instructional materials.
- Delivered by a person trained in the instructional materials and, whenever possible, provided by the same instructor for the entire duration of accelerated instruction.

More information can be found at the following link: [House Bill 1416](#)

Grading Categories

All secondary campuses use a Formative / Summative split for grade categories.

- Formative Grades: Earned during an instructional unit to identify student strengths and weaknesses and to guide instruction. Examples include exit tickets, bell ringers, practice questions, and daily assignments.
- Summative Grades: Earned at the end of an instructional unit to evaluate student learning. Examples include unit tests, major projects, final papers, and performance assessments.

Campus Grade Splits:

- Sherman High School - 40% Formative / 60% Summative

Minimum Grade Requirements per Nine Weeks (Grades 9-12): Teachers are expected to record at least 1 formative grade per week and at least 1 summative grade every three weeks. This cadence produces a minimum of 9 formative grades and 3 summative grades per nine-week grading period per course.

- Jefferson Learning Center - Students use an online learning platform with built-in grading parameters.

Dropping from an Advanced Course Due to Academic Performance

Students may request to exit an advanced course (AP, Dual Credit, Dual Enrollment, or other designated advanced courses) regardless of their current grade at the end of the first nine weeks.

- Requests must be submitted to the counseling office no later than one week prior to the last day of the first nine weeks grading period.
- Submission of the request does not guarantee removal. All level changes are at the discretion of campus administration.
- Students must complete and return the Level Change Request Form, available in the counseling office.

Homework

The purpose of homework in high school is to provide practice, review, or extension of skills taught in class. Homework should never introduce new material and should be purposeful and manageable.

- Homework may be assigned at teacher discretion and must be appropriate to the grade level, course expectations, and student needs.
- Homework may be assigned as a paper copy or through Canvas, which is the primary digital platform for high school coursework. Digital homework is permitted when purposeful and aligned to TEKS.
- Homework should be used as a formative assessment only and should not be counted as a summative grade.
- Students are held accountable through checks for completion, reflection activities, or in-class application.
- Peer assessment may be used for feedback and revision, but peer grading for gradebook entry is prohibited.
- Homework expectations and grading should be clearly outlined in the course syllabus.
- Teachers should apply reasonable flexibility for late homework, particularly at the high school level, and avoid punitive grading practices for missed homework alone. If students demonstrate effort and content understanding, credit should be awarded.

Make Up Work

Students shall be permitted to make up assignments and tests following any absence. All students will receive credit for satisfactory make-up work, including those with excused, unexcused, or suspension-related absences. The district shall not impose a grade penalty for make-up work completed after an unexcused absence. (See Board Policy FEA Local)

- Students have one day for each day missed to complete missed assignments and assessments, unless alternative arrangements are made with the teacher.
- Late penalties may apply if the student does not complete work within the allotted time frame.
- In the case of conflicts with school-related activities, the student must coordinate with the teacher to establish a revised timeline.
- If a student fails to submit work after the adjusted period, a grade of zero may be recorded.
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Teachers are required to accept late work within the grading period. Late work should be graded for mastery of the TEKS, not just compliance. Sherman ISD recognizes that students face a wide range of circumstances outside the classroom, and our late work policy is designed to hold students to a consistent standard while allowing for grace when a student's situation warrants it.

- A flat deduction of 10 points will be applied to any late assignment, regardless of how many days it is submitted after the due date. This deduction is applied once and does not increase over time.
- Work will be accepted through the end of the grading period. After the grading period closes, a grade of zero will be recorded for any missing assignment.
- Teachers have professional discretion to waive the 10-point deduction for students facing documented extenuating circumstances (e.g., family hardship, illness, or situations beyond the student's control). Waivers should be applied consistently and documented in the gradebook or campus communication log.
- All late work expectations must be included in course syllabi and reviewed with students at the beginning of each grading period.

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Sherman ISD supports reassessment as a means to promote mastery of learning objectives, not as extra credit or grade inflation. Reassessment opportunities reflect a growth mindset approach that values student learning over point accumulation. **This guideline does not apply to Advanced Placement (AP) or Dual Credit courses.**

- Eligibility: Any student who does not demonstrate success on a summative assessment will be provided the opportunity for one reassessment per test, provided the following conditions are met:

"Does not demonstrate success" is defined as earning a grade below 80 on a summative assessment. Students who earn an 80 or above on the original assessment are not eligible for reassessment. A passing grade of 70-79 reflects that a student met the minimum threshold but has not yet demonstrated full mastery of the content. Reassessment provides those students the opportunity to deepen their understanding and demonstrate proficiency. This distinction is essential to maintaining the integrity of the reassessment process and ensuring that it serves as a genuine learning opportunity, not a strategy to inflate an already passing grade.

Teacher Responsibilities

- Clearly communicate reteach/retest opportunities and timelines to students.
- Provide reteach, review, or corrective instruction prior to the reassessment.
- Specify the required tasks (e.g., corrections, practice problems, tutorials) students must complete before the reassessment.
- Ensure reassessments are scheduled in a timely manner, allowing equitable access.

Student Responsibilities

- Complete all assigned reteach activities, interventions, or corrections.
- Adhere to the deadlines and procedures provided by the teacher.
- Take the reassessment within the designated timeframe.

- Demonstrate effort and engagement during the reteach process.
- **Learning Requirement:** Before reassessment, students must participate in additional learning opportunities (e.g., tutoring, re-teaching sessions, completion of test corrections, or other teacher-directed interventions).
- **Scoring:** Students may earn a maximum score of 80 on any reassessment opportunity. Campus administrators, in consultation with the department, may approve exceptions when appropriate.
- **Recording of Grades:** If a student completes both the original and reassessment, the higher of the two scores will be recorded. Teachers are required to update grades weekly in the gradebook to ensure transparency and timely communication with students and families.
- **Timelines:** Reassessments must be offered equitably. Students must be provided a minimum of five (5) school days from the date the original grade is posted to complete the reteach/retest opportunity. If a major assessment is administered during the last five (5) school days of a grading period, the reassessment opportunity will carry into the next grading period but must still be completed within five (5) school days after grades are posted. All reassessments must be completed and recorded by the end of the grading period unless carried over under this provision.
- To be eligible for reassessment, students must have made a reasonable attempt on the original assessment. Students who refuse to complete the original assessment or submit no meaningful work (i.e., receive a zero due to non-attempt) are not entitled to reassessment. Campus administrators, in consultation with the teacher, may consider exceptions in extenuating circumstances.

Campus specific guidelines for Re-Testing:

- Sherman High School: Any student in grades 9-12 has 5 days to attend a re-teach and complete a re-assessment after receiving his/her grade on an assessment. Some situations may require teacher discretion.
- Jefferson Learning Center: Students at Jefferson use an online learning system that requires students to retest if they fail an assessment. The re-test can only be accessed after completing a series of re-teach activities. The online platform's built-in reassessment structure satisfies the district reassessment requirement.

Weighted Course Reassessment Guidelines

Students enrolled in weighted courses (Advanced Academic, Dual Credit, and AP) follow differentiated reassessment practices:

- Dual Credit courses follow the grading and reassessment policies established by Grayson College. Because dual credit grades are recorded on the student's official college transcript, reassessment is not permitted. Teachers and students must adhere to the grading expectations outlined in the course syllabus provided by Grayson College.

- Advanced Placement (AP) courses are governed by College Board syllabi and standards. AP courses are designed to reflect college-level rigor, and reassessment is not permitted. The AP Exam is administered once per year nationally and cannot be retaken within the same school year. Students should speak with their AP teacher regarding course-specific grading expectations.
- Advanced Academic (Pre-AP or honors-level) students shall be given the opportunity to reassess failed summative assessments, aligned with the standard secondary reassessment policy.

Secondary Alternative Grading System for AP, Dual Credit, and Dual Enrollment Courses

The instruction, grading, and assessment policies for AP, Dual Credit, and Dual Enrollment courses are determined by:

- The approved College Board syllabi (for AP courses).
- The respective Dual Credit/Dual Enrollment articulation agreements (for college-level partnerships).

These external guidelines take precedence over SISD grading policies where applicable.

Transfer Grades and Transfer Credit

Transfer Students Any student transferring into Sherman ISD will use their grade averages instead of the assignments, quizzes, and major grades they missed during the current grading period. Students will be permitted to submit alternate assignments, quizzes, and major grades for any transferred grade. Teachers will use the grade that is most beneficial to the student.

Students may enter an SISD secondary school already having earned credits elsewhere. To be awarded credit for the course being transferred, the course and grade earned must meet the following requirements:

- A grade of 70 or above on a 100-point scale or a 2.0 or above on a 4-point scale
- The course was taken through an accredited program or school. The accreditation must have come from the Southern Association of Colleges and Schools (SACS) or some other state-recognized accreditation system.
- The course or courses must have a defined curriculum that aligns with the TEKS of a similar course in SISD.

The Transfer Credit grading scale:

- On a 100-point scale, the numerical grade earned will be entered.
- On a letter scale: A = 95, B = 85, C = 75, D/F = 65
- On a 4-point scale, A=4.0 so the numeric grade will be: 95.
- B=3.0-3.9 Grade will be recorded as an 80+the tenth (Ex. 3.3 = 83)
- C=2.0-2.9 Grade will be recorded as an 70+the tenth (Ex. 2.3 = 73)
- F=0.0-1.9 All failing grades will be recorded as a 60

Dual Credit Grades

Certain courses offered at Sherman High School have an option for credit being earned for high school and college. Dual credit courses may follow the grading expectations of the college course. The syllabus for each course will outline the criteria for earning grades.

Exam Exemptions

Sophomores, Juniors, and Seniors may qualify for exemptions from final exams during both semesters of the school year if the following conditions are met:

- A minimum overall semester average of 80 per class and a minimum grade of 80 in the final grading period.
- Students may have no more than 3 excused absences during the semester (doctor appointments, medical procedures, and verified college visits do not count if grading expectations are met).
- Students must meet the state-required 90% attendance threshold in each course during the semester.
- No unexcused absences are permitted during the semester.
- No more than 5 tardies per class during the semester.
- No major infractions resulting in Reset, Choices, DAEP, Boot Camp, or JDC.
- No outstanding fines, fees, or debts related to SISD property or services.
- If the student chooses to take the exam, the grade only factors in if it improves the final average.

All exempt students must be in attendance for 2nd/5th period on the designated exam day(s) and must follow all school rules and teacher instructions. Any student who fails to attend 2nd/5th period on exam days will lose ALL exemptions that day and must take the course(s) final exams on the school's designated make-up day(s).

NOTE: Dual-credit courses CANNOT be exempted.

Credit by Exam Guidelines

Students in SISD secondary schools may earn credit for courses by taking an exam that assesses mastery of the TEKS for that course. The assessments used for Credit by Exam testing in SISD are offered through the University of Texas at Austin and Texas Tech University.

If a Student Has Previously Taken the Course

A student who has previously taken a course or subject but did not receive credit for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. A student in this circumstance is considered to have received Prior Instruction. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, home-schooling, or coursework by a student transferring from a non-accredited school. The counselor or principal will determine if the student is able to take the exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject. The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing the exam.

If a Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction or to accelerate to the next grade level. For locally administered exams, an application must be completed in order to request accelerated testing. No late applications will be accepted.

The dates on which acceleration exams are scheduled each school year include:

- The last Friday in September (Kindergarten and New Enrollees only)
- The Friday before Thanksgiving Break in November
- The Friday before Winter Break in December (administered at the student's home campus)
- The Friday before Spring Break in March (administered at the student's home campus)
- The last day of Summer School in June (administered at the summer school campus)

Summer Assignments Guidelines

The purpose of summer assignments is to review and reinforce previously taught skills and concepts. Summer assignments may be required to prepare students for the academic rigor they will experience during the school year. Summer Assignments may be given for:

- ANY COURSES in high school (on-level or Advanced Academics -AP, Dual Credit).

* Students must have access to required resources for summer assignments.

Any summer assignments will be due on the 10th day of return to school/class; after the 10th day, the late work policy will apply. Students new to the district or who did not receive the summer assignment should be given the assignment on the first day of school and be allowed time to complete the work before the end of the fifth week of school.

Grade Point Average (GPA) and Class Rank

Grade Point Average (GPA) and Class Rank are determined following SISD Board Policy EIC (Local). All courses in SISD have a calculated course average that is posted in the gradebook. Running grade averages occur throughout grading periods for all students in all classes.

Please refer to SISD Board policy EIC (Local) for additional information regarding selection of valedictorian and salutatorian and early graduation rank in class.

NOTES ON GPA AND RANK: Colleges and universities may develop their own procedures for interpreting grade and rank information. It is not uncommon for those institutions to recalculate the Grade Point Average based on an internal formula. For example, some institutions may only consider grades earned in core areas or may utilize a different weighting scale. Most colleges and universities ask for students to provide an unweighted GPA. Check with your prospective institution for more information.

NOTICE: Future GPA Weighting Change (SB 1191). Beginning with students who enter 7th grade in the 2027-28 school year, Sherman ISD will implement a new state-mandated GPA weighting system in accordance with Texas Senate Bill 1191. Under this system, Advanced Placement (AP), International Baccalaureate (IB), OnRamps dual enrollment, and non-CTE dual credit courses will receive equal weight. CTE dual credit courses will receive a separate, locally determined weight. Honors courses will receive additional locally determined weight. This change does NOT affect current students. Students entering 7th grade

in 2026-27 will continue under the current Sherman ISD weighted scale through graduation. Families with questions should speak with their campus counselor.

Grade Weighting by Course Level Designation

Certain courses carry a higher level of content and rigor. To reflect the challenging nature of these courses, additional grade points are awarded when calculating student grade averages. The table below outlines the grade weighting applied by course level designation. Courses will be designated as Tier I, Tier II, and Tier III. The full Weighted Grade Conversion Chart is available in Appendix A.

- Tier I Courses: Eligible and designated Advanced Placement (AP) and Dual Credit (DC) courses.
- Tier II Courses: Eligible Advanced Academic courses and other courses locally designated as advanced, excluding AP and Dual Credit courses.
- Tier III Courses: All other eligible courses.

Appendix A - Weighted Grade Points Conversion Table

Grade	Tier I	Tier II	Tier III
100	5.0	4.5	4.0
99	4.9	4.4	3.9
98	4.8	4.3	3.8
97	4.7	4.2	3.7
96	4.6	4.1	3.6
95	4.5	4.0	3.5
94	4.4	3.9	3.4
93	4.3	3.8	3.3
92	4.2	3.7	3.2
91	4.1	3.6	3.1
90	4.0	3.5	3.0
89	3.9	3.4	2.9
88	3.8	3.3	2.8
87	3.7	3.2	2.7
86	3.6	3.1	2.6
85	3.5	3.0	2.5
84	3.4	2.9	2.4
83	3.3	2.8	2.3
82	3.2	2.7	2.2
81	3.1	2.6	2.1
80	3.0	2.5	2.0
79	2.9	2.4	1.9
78	2.8	2.3	1.8
77	2.7	2.2	1.7
76	2.6	2.1	1.6
75	2.5	2.0	1.5
74	2.4	1.9	1.4
73	2.3	1.8	1.3
72	2.2	1.7	1.2
71	2.1	1.6	1.1
70	2.0	1.5	1.0
Below 70	0	0	0

UIL Eligibility and No Pass No Play

The UIL “No Pass No Play” policy is a state-mandated program that requires students participating in school-sanctioned extracurricular activities, governed by the University Interscholastic League (UIL), to have passing grades in all courses to maintain eligibility to participate.

Sherman ISD requires a student to be suspended from participation in any extracurricular activities sponsored or sanctioned by the District or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any class other than those identified below as Exempt.

Students who have a grade of “I”, meaning an incomplete grade, at the time of an eligibility check, are considered to be failing and are therefore ineligible to participate under UIL guidelines.

After a grading period, a student who receives a grade lower than the equivalent of 70, but not lower than 60, on a scale of 100 in an exempt course shall be considered eligible for extracurricular activities. A student who receives a grade lower than 60 on a scale of 100 in an exempt course after a grading period shall be suspended from participation in any extracurricular activities.

For the purposes of determining eligibility to participate in extracurricular activities after a grading period, the following high school courses are considered exempt courses: Advanced Placement, Pre-AP, Honors, and Dual Credit courses. See FM(LOCAL)

Advanced Placement Courses		
AP Music Theory	AP Human Geography	AP Calculus BC
AP Studio Art 2-D Design	AP Macroeconomics	AP Computer Science Principles
AP Studio Art 3-D Design	AP United States Government	AP Stats
AP Studio Art: Drawing	AP Psychology	AP Biology
AP English Language and Composition	AP United States History	AP Chemistry
AO English Literature and Composition	AP World History	AP Environmental Science
AO Computer Science A	AP Calculus AB	AP Physics 1
AP French Language 7 Culture	AP Spanish Language & Culture	AP Latin

Dual Credit Courses		
English 1301, 1302	Intro to Computing	Basic Machine Shop
Federal Government	Learning Frameworks	Basic Electrical Theory
Principles of Macroeconomics	Music Appreciation	Intro to Shielded Metal
US History 1/ US History 2	Intro to Humanities	Intro to Gas Tungsten Welding
College Algebra	Intro to Sociology	Networking Fundamentals
College Statistics	General Psychology	Linux Installation and Config.
College Biology	Intro to Philosophy	Basic Elements of Design
Intro to Physical Fitness & Wellness	Introduction to EMT	Color Theory & Applications
	Orientation to Cosmetology	Advanced Gas, Metal, Welding

Additional specifics related to UIL and “No Pass No Play” guidelines are located in the following link:

[TEA/UIL Side-by-Side Academic Requirement](#)

SHERMAN ISD UIL ELIGIBILITY CALENDAR 2026-2027

This document is intended to bring clarity to the eligibility calendar for U.I.L participants. Specifically, be aware of the following issues:

- Grace periods for academic eligibility are seven (7) calendar days after the evaluation, with the exception of holidays.
- Academic Eligibility is determined from nine-week grades, not semester grades.
- After the 1st six weeks academic eligibility check, students may only lose academic eligibility at the 9 weeks grading report.
- Students can regain academic eligibility at the three weeks progress reports, and at the nine weeks grading report.
- All students are academically eligible during the Thanksgiving, Christmas, and Spring Break holidays.
- Following Thanksgiving, Christmas, and Spring Break holidays, ineligible students return to being ineligible until the next grade check and grace period.
- All students are academically eligible through the summer.

September	18	First official eligibility grade check. Check grades on all students involved in extracurricular programs. [End of 1st six week grading period]
September	25	End of 7 Day Grace Period: Students may <u>LOSE</u> eligibility at the close of the school day. [For exceptions refer to SISD AA Courses Approved for Exemption for No Pass, No Play listing] Students may <u>GAIN</u> eligibility due to lack of credits if passing all courses.
October	9	Official grade check for all students. [The end of the nine-week grading period.] Check grades on all students involved in extracurricular programs.
October	26	End of 7 Day Grace Period: Students may <u>GAIN OR LOSE</u> eligibility at the close of the school day. Students that passed 1st nine weeks are eligible for the ENTIRE 2nd nine weeks.
October	29	Three-week grade check for ineligible students. Students must be passing ALL classes in order to regain eligibility.
November	6	End of 7 Day Grace Period: Ineligible students may gain eligibility at the close of the school day.
November	20	Three-week grade check for ineligible students. Students must be passing ALL classes in order to regain eligibility.
December	4	End of 7 Day Grace Period: Ineligible students may gain eligibility at the close of the school day.
December	18	Official grade check for all students. [The end of the nine-week grading period.] Check grades on all students involved in extracurricular programs.
January	5	Beginning of school after Winter Break
January	12	End of 7 Day Grace Period: Students may <u>GAIN OR LOSE</u> eligibility at the close of the school day. Students that passed 2nd nine weeks are eligible for the ENTIRE 3rd nine weeks.
January	22	Three-week grade check for ineligible students. Students must be passing ALL classes in order to regain eligibility.
January	29	End of 7 Day Grace Period: Ineligible students may gain eligibility at the close of the school day.
February	19	Three-week grade check for ineligible students. Students must be passing ALL classes in order to regain eligibility.
February	26	End of 7 Day Grace Period: Ineligible students may gain eligibility at the close of the school day.
March	12	Official grade check for all students. [The end of the nine-week grading period.] Ineligible students may gain eligibility at the close of the school day. Students that passed 3rd nine weeks are eligible for the ENTIRE 4th nine weeks.
March	29	End of 7 Day Grace Period: Ineligible students may gain eligibility at the close of the school day.
April	9	Three-week grade check for ineligible students. Students must be passing ALL classes in order to regain eligibility.
April	16	End of 7 Day Grace Period: Ineligible students may gain eligibility at the close of the school day.
April	23	Three-week grade check for ineligible students. Students must be passing ALL classes in order to regain eligibility.
May	3	End of 7 Day Grace Period: Ineligible students may gain eligibility at the close of the school day.
May	14	End of the fourth nine-weeks grading period. End of the school year.
Total credits from the previous year determine the first 2026-2027 six weeks eligibility for students 10th - 12th. Students in HS are required to have in the 2nd year- 5 credits, 3rd year- 10 credits, 4th year- 15 credits. For 7th -9th grade students: promotion to the next grade makes them eligible the first six weeks.		