



**MISD Parent
Grading Guidelines Handbook
2026-2027**

Grades PreK-12

Table of Contents

Click on any of the topics below to be directed to that information.

Our Mission, Vision & Beliefs	3
Introduction	3
Philosophy	3
Communication of Student Progress	5
Report Cards	5
Interim Progress Reports	5
Individual Education Plan (IEP) Progress	5
Conferences	5
Parent Communication	5
Viewing a Student's Grades	6
Basic Grading Practices	6
Best Practices for Reteaching Process based on Students' Performance	6
Assignment Types	7
Academic Honesty	7
Incomplete Grades	9
Grade Changes	9
Applying Zeros (o) Procedures	9
Timeliness of Grading	10
Modified and/or Accommodated Coursework	10
Grade Change Request for Closed Grading Period	10
Step-by-step Skyward Qmlativ Instructions:	10
Grade Reporting Timeline	10
UIL Eligibility	11
Assignments in any Class Over Holidays and Summer	11
Elementary Grading Guidelines	11
PreKindergarten	11
Kindergarten - Second Grade	12
Third - Fifth Grade	12
For All Elementary Grades	12
Elementary Grade Redemption/Reteach	12
Absences and Make-Up Work	13
Attendance -link for support and additional information on attendance within Skyward	14
Middle and High School Grading Guidelines	14
For All Secondary Grades	14
Make-Up Work	15
Extracurricular Absences	15

Secondary Grading Requirements	15
Late Work	16
Grade Redemption for All Courses	16
Secondary Semester Exam Exemption Guidelines	17
Repeating a High School Credit Course	18
Attendance -link for support and additional information on attendance within Skyward	19
University Interscholastic League	19
Skyward Family Access Parent Login Information	19
Glossary	20

Our Mission, Vision & Beliefs

MISSION

The mission of Midlothian ISD is to educate students by empowering them to maximize their potential.

VISION

Inspiring excellence today to change the world tomorrow.

BELIEFS

We believe that safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.

We believe a high-quality staff with appropriate resources is essential to creating educational experiences that promote student success.

We believe effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

Introduction

This document is intended to define the philosophy, purpose, and procedures behind the grading practices adopted by Midlothian ISD. As you read this document, focus on the common understanding that grades should only convey what a student knows and what a student can demonstrate as related to the academic standards. Grades are for the purpose of providing students and parents with meaningful feedback on a student's learning and for documentation of academic progress. Additionally, grading and academic progress inform instructional decisions to support student achievement. "Parent" includes a guardian, conservator, or other person having lawful control of a student.

Philosophy

The Midlothian ISD Balanced Scorecard 2022-2026, under Priority 1: Student Success, 1.3b discusses the need for a guaranteed, viable curriculum that includes the written, taught, and assessed content. With this curriculum, MISD wants to ensure that the guaranteed, viable curriculum and its three parts are fairly and objectively evaluated for all students.

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills

needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated district and course objectives.

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The following legal policies and legal requirements are fundamental to all grading practices in Midlothian ISD.

EIA(LEGAL)

A district shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. A district grading policy:

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

EIA(LOCAL)

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

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.

These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

Education Code Section 28.0216

A school district shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. A district grading policy:

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

Communication of Student Progress

Report Cards

The District shall issue grade reports/report cards every nine weeks for elementary school students, which is the end of each of the four grading periods. Students in grades 6-12 will receive grade reports/report cards for each 6-week grading cycle. Elementary and Secondary grading periods are denoted on the [MISD district calendar](#). Report cards are issued digitally through Skyward. Parents may request a paper copy during enrollment. Performance shall be measured in accordance with this policy and the standards established in board policy EIE.

Interim Progress Reports

Interim progress reports shall be issued in accordance with the law for a student who demonstrates consistent unsatisfactory performance. These progress reports must be issued digitally to parents during this designated time through Skyward. Other interim reports shall be issued as established by campus grading guidelines. Supplemental progress reports may be issued at the teacher's discretion.

Individual Education Plan (IEP) Progress

IEP Progress Reports will be issued at the end of each grading period with report cards. Parents may request paper copies.

Conferences

Conferences may be requested by a teacher or parent as needed. If a student is failing (grade below a 70), the teacher will have reciprocal contact with the parent. This contact should take place during the progress report week and at the end of the grading period.

Parent Communication

Teachers should respond to a parent/guardian no later than one school day (after initial contact) when questions/concerns arise regarding their student, whenever possible, and if that next school day is a school day. Teachers, students, and parents are encouraged to maintain open communication regarding a student's performance.

Viewing a Student's Grades

Students and parents can access grades at any time through Skyward Family Access. For more information on this tool, go to [Skyward Family Access - Parent Information](#)

Basic Grading Practices

Teachers should be purposeful in selecting assignments that are graded and recorded in the gradebook. All grades should be reflective of an academic assignment to show progress or mastery of state standard(s).

Assessments should be considered a tool used to evaluate, measure, and document the student's academic readiness, learning progress, skill acquisition, or educational need.

Summative assessments are used to evaluate student learning at the conclusion of a specific instructional period. Summative assessments are typically scored and graded tests, assignments, or projects used to determine whether students have learned what was expected to be learned during the defined instructional period. Teachers may provide an opportunity for all students to use a study aide (i.e., student-created formula sheet, annotated review sheet) on major assessments and/or final exams if the same study aide is used across all sections of the same course on a campus. Students will be allowed to have a grade redemption opportunity on summative assessments (except semester exams) to ensure students have mastered the maximum skills possible.

All students should be given opportunities on a regular basis for reteaching to ensure mastery of skills needed to proceed to the next grade level. Explicit redemption policies, discussed in grade-level areas below, are in place for each grade level. Teachers are to align each redemption opportunity within the grade levels or department to ensure consistency for redemption opportunities for all students.

A grade level/content PLC must define what activities are a "major grade" and which assignments will have a weight of 2 in the gradebook for clarification and consistency within the same course, including determining redemption protocols for each major assessment. This process should take place throughout the school year for each unit of study.

Best Practices for the Reteaching Process Based on Students' Performance

Overall Class Performance	Teacher Action
Less than 30% of students failed a Major Assessment	- After analyzing the assessment data, review the overall lowest performing skills with the whole class using the assessment questions. - The teacher needs to work with the students who did not pass in a small group setting or through tutoring.
31-70% of the students failed a Major Assessment	The teacher provides time to reteach the whole class the <u>skills commonly</u>

	<u>missed on the assessment or those that build on future learning.</u> • Provide enrichment for students showing mastery in the assessed content.
More than 70% of students failed a Major Assessment	• The teacher provides time to reteach the whole class the <u>skills that were assessed that students struggled with.</u> focusing on new methods to help students acquire the content. • Provide enrichment for students showing mastery in the assessed content.

Assignment Types

Minor Grades - Content and grade level teams will decide what assignments are to be designated "Minor." This could include tasks such as homework, daily assignments, in-class assessments, small parts of larger assignments, quizzes, classroom discussions, and other assignments as outlined by the team.

Minor Grades Counting Double - Content and grade level teams will decide what assignments are to be designated "Minor" counting for a weight of 2. This could include things such as quizzes, labs, small projects, groupings of smaller daily assignments, quick checks, small parts of larger projects, classroom discussions, and other assignments as outlined by the team.

Major Grades - Content and grade level teams will decide what assignments are to be designated "Major." This could include things such as in-class assessments, tests, projects, essays, assignments addressing multiple standards or objectives, culminating assignments at the end of a unit of study, and other assignments as outlined by the team.

Note: All teachers in all courses should adhere to the district grading guidelines. Any "extenuating circumstances" require approval of the department lead teachers/grade level leaders and campus administrators.

Academic Dishonesty

From the MISD Student Code of Conduct: The students shall not engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. All homework and projects are to be completed independently unless otherwise directed by the teacher.

ACADEMIC DISHONESTY & PLAGIARISM

The definition of academic dishonesty includes one or more of the following:

1. Copying another student's homework, test, exam, or quiz answers with or without their

- permission.
2. Allowing another student to copy homework, test, or exam answers.
 3. Using "cheat notes" or anything not authorized by the teacher.
 4. Accessing a test /quiz/exam questions or answers from students who have already taken the test (paper copies, digital copies, or verbal discussions).
 5. Accessing a teacher's answer sheets, books, or blank copies of tests/quizzes/exams (paper or digital copies).
 6. Possession of a cell phone or other electronic device during or after a test, quiz, or exam (unless you have teacher permission).
 7. Improper use of AI (artificial intelligence) tools

From the **2026-2027 MISD Student Code of Conduct, academic dishonesty statements:**

- *Students shall not:*
 - *Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.*
 - *Engage in academic dishonesty, which includes cheating or copying the work of another student, unauthorized use of artificial intelligence, plagiarism, and unauthorized communication between students during an examination.*

CONSEQUENCES OF ACADEMIC DISHONESTY & PLAGIARISM

	Academic Consequences	Disciplinary Consequences
Related to State or National Assessment Administration	*If it is an incident that had to be documented and reported to the Texas Education Agency for cheating, academic dishonesty, or an attempt to cheat on a state/national assessment (i.e., STAAR, STAAR End of Course [EOC] Exams, ACT/SAT, etc.), there needs to be a consequence that is reported to the state or assessment platform.	Minimum of 1 day of in-school suspension (ISS)
1st Incident of school year*	The first opportunity of the given major or minor assignment will not be accepted and the redemption will be a 60% maximum on the minor or major assignment. This includes the final semester exams.	The teacher enters a referral so that there is a record that the student cheated on a major or minor assignment. The administrator conferences with the student and parent. The administrator notifies students of consequences for repeated behavior.

2nd Incident of school year*	The first opportunity of the given major or minor assignment will not be accepted, and the redemption will be a 50% maximum on the minor or major assignment. This includes the final semester exams also.	The teacher enters a discipline referral. The administrator will assign a minimum of 1 day of in-school suspension (ISS).
3rd Incident of school year*	0% will be given for the major or minor assignment's grade. No redemption opportunity available. This includes the final semester exams also.	The teacher enters a discipline referral. The administrator will assign a minimum of 2 days of in-school suspension (ISS).

*Incidents are cumulative within the current school year and are not calculated per class.

Incomplete Grades

An Incomplete is an *override*, not a *grade*. If an Incomplete override was given, it should be cleared by the allowable time for the absence. In alignment with UIL eligibility, an Incomplete (I) must be replaced with a numerical grade in the gradebook within seven calendar days after the end of the grading period. Any exceptions must be approved by campus administration.

Grade Changes

If a teacher needs to override a semester average before the grades are locked, the six-week grade must be overridden, and not the "End of the Year FINAL" percentage.

To change any grades after grades are locked, teachers will complete the campus protocol. Some reasons why a grade may need to be changed are:

- Teacher error
- Make-up for absence(s)
- "Principal plan"/decision (e.g., student out for medical reasons, transfer students)
- Incomplete updates

Applying Zeros (o) Procedures

Upon noting a "Missing Assignment" in the gradebook for an assignment where a student was in attendance at school and did not turn in an assignment OR the student had been absent and did not turn in the assignment in the allotted absence-time period, the assignment must be scored as a zero "0" and noted as "Missing" using the score clarifier of an "**M**". If a child is absent, use the same procedure but using the score clarifier of an "**A**" for the absence.

**If a teacher is using grade passback within Canvas, the teacher must go into Skyward and manually change the synced grade to reflect being missing or absent.

Examples:

- Johnny is in school on Monday and does not turn in the classwork - place a "0" in the gradebook score and mark "M" as the score clarifier in the gradebook and comment "missing assignment".
- Joe is absent on the day an assignment is due - place a "0" in the gradebook score, mark an "A" in the gradebook, and comment "missing due to absence".
- Mary is not in school on Monday when an assignment is due. She does not turn in the assignment on her adjusted due date (based on the absence grading policy) - place a "0" in the gradebook score and mark "M" as the score clarifier in the gradebook and comment "missing assignment".

Timeliness of Grading

Teachers shall post assignments in Skyward the day it is assigned, with the due date, to ensure that students and parents are able to view assignments that have not been completed in Skyward Family Access. The grades must be posted in Skyward in the gradebook within a week (5 school days) of the due date of the assignment. Secondary teachers should be mindful of eligibility and when grades are being captured for UIL or other activities to ensure all grades are accurately posted on time.

Modified and/or Accommodated Coursework

Any modified or accommodated assignment should be documented in the gradebook and on the student's report card through the "comment" for that grade. The IEP is a legal document and must be followed as written. If a teacher doesn't believe the accommodation or modification is appropriate for the student, the teacher needs to contact the campus case manager. Ensure that all accommodations are documented.

Grade Reporting Timeline

Grades are due in Skyward by 12:00 PM on the designated due date per the district grading timeline (based on Calendar Term dates) [26-27 MISD Skyward Qmlativ Grading Timeline](#). Skyward is a live database and shows averages automatically updated with each new grade input.

UIL Eligibility

The [UIL Eligibility Calendar](#) is district-specific and provides guidelines for checking grades and declaring participants "eligible" or "ineligible" for competition. Grades are to be posted by 4:15 PM on the last day of each progress report deadline as determined by the MISD Skyward Qmlativ Grading Timeline. More about UIL expectations can be found in the secondary section.

Assignments in any Class Over Holidays and Summer

Extended breaks (Thanksgiving Break, Winter Break, Spring Break, and Summer Break) are critical to a student's mental health and overall well-being. No assignments will be assigned during these breaks.

Homework

Homework is any work that is not expected to be completed by the end of the class period. Examples of homework could be an extension of a classroom assignment, additional practice, etc. Homework should only be used to enrich and strengthen classroom experiences. The intent is to develop mastery of district curriculum objectives derived from the TEKS. Homework should never be a disciplinary measure, nor is its purpose to teach the characteristics of responsibility.

Homework should not be due the same day as assigned. **Canvas homework or any homework** assignments should not be due before the next class period, the following day.

Elementary Grading Guidelines

These guidelines reflect EIA (LOCAL) policy that states the Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Averages are calculated according to the weighting per grade level content area. Guidelines for grading shall be clearly communicated to students and parents.

PreKindergarten

MISD prekindergarten 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 (BOY), middle (MOY), and end of the year (EOY). After each administration is complete, teachers send home the CIRCLE Parent Report to inform the parents of the child's learning readiness.

- [English Parent Report Sample](#)
- [Spanish Parent Report Sample](#)

Kindergarten - Second Grade

Kindergarten through second grade utilize a standards-based report card. The purpose of a standards-based reporting system is to provide detailed feedback to parents, students, and teachers regarding the progress being made toward specific learning standards at a given grade level. A standards-based report provides parents and students with a clear understanding of what is expected in school and how to partner with them to achieve maximum success.

- Standards-Based Report Card Parent Handbook [English Version](#) [Spanish Version](#)
- [Standards-Based Frequently Asked Questions](#)
- [MISD Website on Standards-Based Report Cards](#), which includes the state standards that are assessed at each grade level and the rubrics used for scoring in English and in Spanish.

Third - Fifth Grade

Third through fifth grades use a traditional report card system.

For third and fourth grade, all grades are equally valued. No assignment grades are weighted in any content or component (such as writing, tests, etc.)

For fifth grade, 60% of the final grade is for daily/minor grades, with a minimum of 6 grades per grading period. Assessments/major grades will count for 40% of the grade, with 3 major grades per content per grading period. This assists fifth graders in preparing for secondary grading practices.

For each content area in third through fifth grades, teachers must have the following:

ELAR	Minimum of 9 grades per grading period, with at least 4 grades for writing within the 9 grades
Math	Minimum of 9 grades per grading period
Social Studies	Minimum of 9 grades per grading period
Science	Minimum of 9 grades per grading period

For All Elementary Grades

Grades should be reflective of mastery of TEKS, as aligned to our curriculum. If modifications are made, they should be noted on the report card for each subject that has modifications.

Elementary Grade Redemption/Reteach

For Third through Fifth Grades, an assessment/major grade with a grade below a 70%, a student may have a grade redemption opportunity to recover the grade up to a 70%. Grade level/content teams will determine what method they will use to reassess, and these guidelines will be in the student handbook or any parent handouts.

Students will be given an opportunity to master skills as needed on a regular basis through reteach opportunities or interventions.

Absences and Make-Up Work

For each day a student is absent, they will receive one day to make up and turn in any missed work. For example, if a student misses school on Monday and returns on Tuesday, he/she will get missed assignments on Tuesday and be expected to turn them in on Wednesday. Another example is if a student is absent for two days, he/she will receive two days to make up and turn in any work missed. Extra time may be given at the teacher's discretion.

For assignments, quizzes, and assessments assigned before the absence(s) and due on the day of the absence, a student should be prepared to take the assessment or turn in assignments upon returning from an absence. If a student is only absent from class on the day of a scheduled test, he/she should be prepared to take the test on the day he/she returns.

For assignments, quizzes, and assessments first assigned on the day of the absence, the student will be considered to have been assigned the work the day of his/her return and given the respective reasonable time to make up the assignment beginning from that day.

If a student has multiple days of class time to work on an assignment and, after being there when assigned, the student misses one of those days, the student will be expected to turn in the assignment as originally scheduled, provided it is not due on the day of the absence. In this case, the student will be expected to turn in the assignment on the day of his/her return. For example, if a teacher assigns a project on Monday, giving students until the start of class on Thursday to complete, and a student misses school on Tuesday, the student is still expected to turn in the assignment on Thursday. If the student's absence is on the due date, Thursday, the student will be expected to turn in the assignment upon his/her return, Friday.

It is the student's responsibility to obtain, complete, and submit the missed work in the time allotted. While the student is out, the teacher will use a zero (0) to denote the missing assignment and to alert the student and family that an assignment is outstanding. Any assignment not turned in within the allotted time falls within the late work guidelines, and a grade of zero will remain for any assignment, quiz, project, or test not made up within the allotted time, unless otherwise discussed with the teacher.

Students should not have to make up assignments that are missed from being pulled out for GT (including Challenge Labs), RtI intervention, Dyslexia, ESL, or Special Education. Tests missed should be made up in a reasonable time. Teachers may work with students in alternate ways to ensure they understand the concepts missed. Communication must occur between the specialized program teacher and the classroom teacher on the work accomplished when the student is out of the classroom. Every effort should be made to receive credit in the classroom for the work completed in the specialized program when the student is pulled out for a required program. If only pulled out once a week (such as GT), new material introduced should be avoided during the pull-out time.

Middle and High School Grading Guidelines

These guidelines reflect Midlothian ISD policy EIA (LOCAL), which states the Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents. Averages are calculated according to the weighting per grade level content area. Guidelines for grading shall be clearly communicated to students and parents.

For All Secondary Grades

Weights Per Course Type

For **general education courses**, "minor" assignments count for **50%** of the total course grade, with "major" assignments counting **50%**. Algebra I, Spanish I, or any other course for which high school credit is earned in middle school will follow these guidelines. (These are high school courses and NOT Honors/PreAP/AP courses).

For **advanced classes** (Honors/PreAP, AP), "minor" assignments count for **40%** of the total course grade, with "major" assignments counting **60%**.

Semester Grade Breakdowns			
1st 6-Weeks	28.57%	4th 6-Weeks	28.57%
2nd 6-Weeks	28.57%	5th 6-Weeks	28.57%
3rd 6-Weeks	28.57%	6th 6-Weeks	28.57%
Fall Semester Exam	14.29%	Spring Semester Exam	14.29%

*Middle School High School Credit Courses will be the ONLY middle school courses that take a semester exam. All other middle school courses will need to leave the "Semester Exam" box in Skyward BLANK. Do not place anything in it for grades to average correctly.

Dual Credit courses follow [Navarro College's grading guidelines](#).

Make-Up Work

For each day a student is absent, they will receive one day to make up and turn in any missed work. For example, if a student misses school on Monday and returns on Tuesday, he/she will get missed assignments on Tuesday and be expected to turn them in on Wednesday. Another example is if a student is absent for two days, he/she will receive two days to make up and turn in any work missed. Extra time may be given at the teacher's discretion.

For assignments, quizzes, and assessments assigned before the absence(s) and due on the day of the absence, a student should be prepared to take the assessment or turn in assignments upon returning to class. If a student is only absent from class on the day of a scheduled test, he/she should be prepared to take the test on the day he/she returns. -If a student has multiple days of class time to work on an assignment and misses additional days, the student will be expected to turn in the assignment as originally scheduled. If the student is absent on the originally scheduled day, the student will be expected to turn in the assignment on the day of his/her return. (For example, if a teacher assigns a project on Monday, giving students until the start of class Thursday to complete, and a student misses school on Tuesday, the student is still expected to turn in the assignment Thursday. If the student's absence is on the due date, Thursday, the student will be expected to turn in the assignment upon their return, Friday.)

It is the student's responsibility to obtain, complete, and submit the missed work in the time allotted. Any assignment not turned in within the allotted time falls within the late work guidelines, and a grade of zero will be recorded for any assignment, quiz, project, or test not made up within the allotted time, unless otherwise discussed with the teacher.

Extracurricular Absences

If a student misses class due to school-sponsored extracurricular activities, the make-up guidelines above will apply for making up and turning in any missed work.

Any exceptions must be approved by campus administration.

Secondary Grading Requirements

Core Contents: • ELAR • Math • Science • Social Studies	The total minimum number of grades is 8 , with the following breakdown: • Major grades: 2-3 • Minor grades: minimum of 6	Important Notes: • Each major grade is weighted as 1. • Each minor grade can be given a weight of 1 or 2. • Doubled-weighted grades count as only one minor grade towards the 6 required minor grades. • No grades can be weighted more than double.
Elective Courses (including Fine Arts, Physical Education, Leadership, CTE, Local Credit Courses, etc.)	Total minimum number of grades collected is 6 , with the following breakdown: • Major grades: 2-3 • Minor grades: minimum of 4	

Note: Campus content teams/PLCs should be in alignment with the type and number of major grades.

Late Work

For any assignment not turned in on the due date (other than for an absence), it will be accepted late up to three days **after the zero or missing assignment is posted**. Students will receive a 10-point deduction for each late day up to 3 days/30 points. Late work may not be redone for a higher grade.

Any exceptions must be approved by campus administration.

Grade Redemption for All Courses

It is the responsibility of the student to request a redemption.

Mastery-Based Grade Redemption Policy: For a major TEST grade, a student who scores below 85% may notify the teacher of their intent to redeem the grade within two days of the grade being posted. The teacher will then schedule the retake at their convenience, after the student has completed the required interventions. The student's recorded grade will be the higher of the two attempts (original or redo) capped at 85%.

Examples:

- Original test grade = 60, redo = 90 → recorded grade = 85 (capped at 85)
- Original test grade = 54, redo = 78 → recorded grade = 78 (below cap of 85, so redo grade stands)
- Original test grade = 80, redo = 95 → recorded grade = 85 (capped at 85)
- Original test grade = 77, redo = 72 → recorded grade = 77 (highest of original or redo)

For a major grade that is a project, redemptions will not be allowed when a rubric is provided with the assignment, and feedback is given throughout the project.

Before a student can redeem a test, the student must engage in a teacher-chosen intervention to prove mastery of the missed content from the original assessment. The method chosen to prove mastery must be consistent for all sections of the same course, across all teachers on the campus. This could be in the form of test corrections, reteach (individual, small group or whole class) or other action as determined by the grade level/content team. A student may need to attend a tutorial opportunity (outside of class time) at the grade level/content team's discretion and convenience, to be eligible for a grade redemption.

*****Test corrections can be used as an intervention but should not be used as point redemption or the retake assessment. A new test should be given for the redemption assessment.**

Any exceptions must be approved by campus administration.

Secondary Semester Exam Exemption Guidelines

All students in eligible courses will have the opportunity to earn exemption(s) for a fall or spring Semester Exam following the criteria described below. This criteria applies to high school courses taken in middle school. Semester exams do not fall under the redemption policy. Exemptions are based on the student's official attendance record maintained by the attendance office.

Purpose: To incentivize consistent attendance, behavior, and academic performance throughout the school year.

EXAM EXEMPTION GENERAL ATTENDANCE, BEHAVIOR, & GRADE CRITERIA (For Each Class by Semester)

Eligible Courses for semester exam exemptions:

- Middle School courses that count as High School credit (fall and spring semesters)
- High School Courses Grades 9-12 (fall and spring semester)

Requirements for semester exam exemptions:

Course Grade Average	Absences	Tardies
80 or above	3 or fewer	6 or fewer

- Students who have been placed into ISS (in-school suspension), OSS (out-of-school suspension), or DAEP during the current semester are not eligible to be exempt from semester or final exams.
- Students must meet the above behavior, grade, **and** absence requirements to be eligible for the exemption in a class.
- Grades are cut off on W1+W2+Progress 3 (fall) or W4+W5+Progress 6 (spring) to determine exemption status.
- In the event that a student qualifies for an exemption on the progress report, but their grade drops after the progress report, the teacher **must** use the progress grade to allow for the student's exemption. However, teachers will use the most current grade in the gradebook after the progress report to allow for an exemption.
- Students who have earned an exemption may choose to take the semester exam to improve their semester grade.
- Semester grades will be the average of the three 6-week periods for that semester of exempt students.
- Absence on the day of the exam counts towards the exemption.
- Students who take an EOC will follow the above guidelines for semester exemptions.
- Students in AP courses will follow the above guidelines for semester exemptions.
- Students in Dual Credit courses will follow the higher education institution assessment/exam guidelines.

Absentee Codes that Do NOT Count and Do Count Against Exemption

Codes that DO NOT COUNT against the exemption	Codes that DO COUNT against exemption
CID - Career Investigation (11th & 12th only, 2x/yr)	AAE - Absent From DAEP
COL - College Visit (11th & 12th only, 2x/yr)	A / ABS - Absent (no note)
CRT - Legal/Court Proceedings	AEP - DAEP
D - Doctor (present part of the day)	E - Excused
F - Field Trip	ISS - In-School Suspension

IW - Inclement Weather	M - Medical (full day absence)
LTI - Life-Threatening Illness	NUR - Nurse
PRO - Present/Office (Not in class)	OSS - Out of School Suspension
RHD - Religious/Holy Day	U - Unexcused
TST - Required Assessment	XPN - Exceeded Parent Notes
X - Extracurricular	
DMV - Driver's License	
All other codes used that are state-mandatory excused absences	All other codes used that are not state-mandatory excused absences

Repeating a High School Credit Course

A parent may request in writing that a student repeat a high school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request, and will invite the parent to participate.

The repeated course will display on the student's transcript as a local credit and will not be counted towards credits for graduation or calculation of GPA.

University Interscholastic League

Midlothian ISD follows board policy FM(LOCAL) and FM(LEGAL) related to University Interscholastic League (UIL) and extracurricular participation.

A student enrolled in a district or who participates in an extracurricular activity or a University Interscholastic League (UIL) competition is subject to district policy and UIL rules regarding participation only when the student is under the direct supervision of an employee of the school or district in which the student is enrolled or at any other time specified by resolution of a board. Education Code 33.081(b) [See FO regarding additional standards of conduct for extracurricular activities]

[TEA UIL Side-by-Side](#)

The UIL publishes this document to provide member schools notice of [Texas Education Agency](#) regulations that relate to UIL and all other extracurricular activities sponsored or sanctioned by the school district.

This document provides explanations and interpretations of the Commissioner of Education rules, UIL Constitution and Contest Rules, and statutes. The Side by Side document should be made available to elementary, middle school, and junior high school principals, to counselors, UIL academic coordinators and sponsors/coaches, directors of UIL music activities and one-act play, and athletic administrators, coaches, and others who sponsor extracurricular activities.

[UIL Grade Eligibility Calendar](#)
[MISD UIL Calendar](#)

Skyward Family Access Parent Login Information

1. [Steps to access](#)
2. Parents need their own Family Access- should not use child's login
 - a. As new families enroll through website:
 - i. misd.gs > Enrollment Tab > New Family Enrollment > Parent completes New Family Enrollment
<https://www.misd.gs/enrollment/new-student-enrollment>
 - b. They receive an email from "Midlothian ISD (No Reply); Subject - New Student Enrollment Account Information
 - c. Informational Document you can share with your parents. [Skyward Family Access - Parent Information](#)

Glossary

1. Eligibility - able to participate in extracurricular activities
2. Exams - major tests
3. Failing grades - grades that fall below the 70% mastery level on traditional grading, a score of 1 on standards-based grading
4. Final Grade - grade at the end of the grading period or end of the semester that accumulates all grades during that period
5. Formative assessments
6. Major assignments - Content and grade level teams will decide what assignments are to be designated "Major," but they could include things such as:
 - a. In-class assessments, tests, projects, essays, assignments addressing multiple standards or objectives, culminating assignments at the end of a unit of study, and other assignments as outlined by the team.
7. Minor assignments - Content and grade level teams will decide what assignments are to be designated "Minor," but they could include things such as:
 - a. Homework, daily assignments, in-class assessments, small parts of larger assignments, quizzes, classroom discussions, and other assignments as outlined by the team.
8. Passing grades - 70% or above on mastery level on traditional grading, a score of 2 or a 3 on standards-based report cards
9. Redemption - the ability to redo a failing test or major assignment to ensure mastery of information learned
10. Report card - a record of a student's progress toward achieving educational objectives up to that point of the school year
11. Reteach - teachers work on teaching skills students struggle with, best usually taught in a different manner for students to learn material that he/she was unable to learn as originally taught
12. Semester - a half-year term in a school
13. Summative assessments - An assessment given at the end of an instructional unit to evaluate student learning.
14. TEKS - Texas Essential Knowledge and Skills, state standards
15. UIL - University Interscholastic League (<https://www.uiltexas.org/>)