ELGIN ISD
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Grading Guidelines 2026-2027

The purpose of the Elgin ISD grading guidelines is to ensure that all students are given the opportunity to demonstrate mastery of the grade-level standards so that they are prepared for the next academic level or graduation. Campus administrators will work with Teaching and Learning to ensure the implementation of these guidelines for failing grades.

Students are graded on mastery of standards. The grading scale is numeric, on a 0 - 100 point scale. Grades of 70-100 are considered passing. All grades will be recorded in the following format:

100-90:	A
89-80:	B
79-75:	C
74-70:	D
Below 70:	F

For specialized classes (i.e., art, music, technology, and physical education) in grades K-5, grades will be recorded in the following format:

E:	90-100
S:	80-89
N:	70-79
U:	0-69

For Pre-Kindergarten and Kindergarten students, mastery of standards is based on observations and developmentally appropriate assessments. Mastery is documented through a skills-based reporting system that does not utilize major, minor, numeral, or letter grading systems.

All grades should reflect students' mastery of the Texas Essential Knowledge and Skills (TEKS) and High Priority Learning Standards. Each teacher must be able to justify student's grades using appropriate, valid, curriculum-related criteria.

Grades will be given and recorded in both major and minor categories each 9 weeks and weighted as detailed in the chart below. **No major or minor grade may be counted more than once to meet minimum grade requirements.**

- Major Grades – A minimum number of 3 grades during each 9-week grading period, consisting of, but not limited to:
    - Summative Assessments
    - Standards-Based Projects
    - Essays or Research Papers
    - Oral Presentations
    - Comprehensive Labs

  Pacing Guidance: 1 major grade should be recorded at the 3-week Interim Progress Report (IPR) and at least 2 major grades should be recorded at the 6-week Interim Progress Report(IPR). Additionally, the 3rd major grade should occur by the 8th week of the grading period to ensure a redo opportunity as outlined in the failing grades guidelines.

- Minor Grades – A minimum number of 15 grades during each 9-week grading period consisting of, but not limited to:

    - Formative Assessments
    - Homework which follows the EISD Homework guidelines
    - Classwork
    - Announced and planned quizzes
    - Labs

    Pacing Guidance: 1 (or sometimes 2) minor grades should be recorded weekly throughout the 9-week grading period.

Grade Type Weights	Major/Minor
Pre-Kindergarten and Kindergarten	Skills Based
1st Grade - 12th grade	40% major/60% minor
Advanced Courses*	60% major/40% minor

** Advanced courses include those denoted as advanced or weighted at level 3 or 4 as specified in Board Policy EIC(Local)*

Instructional Modifications and Accommodations

Implementation of modifications and/or accommodations is the responsibility of individual teachers and administrators on each campus. Modifications/accommodations in instruction and/or materials, as documented on individual modification sheets (for 504 students) or Individual Education Plans (IEP) are to be implemented to the degree specified. Implementation of IEP modifications/504 accommodations is not optional; it is required by both district policy and federal law.

Failing Grades

All grades (major and minor) recorded by teachers must be a reflection of a student's mastery of the TEKS. To ensure mastery of the grade-level standards, all students who receive a failing major grade (below 70) will be given the opportunity to show mastery of the learned concepts assessed. If 25% or more of the students in a single preparation per teacher do not demonstrate mastery on a major grade, the teacher will provide the opportunity to re-teach during class time using different methods of instruction with re-evaluation at the conclusion to improve or replace the major grade.

When a student has a failing major grade (below 70), the following actions need to be taken by the teacher to ensure all students are learning. These actions should occur in a timely manner, which will be directed by campus principals. Teachers are responsible for tracking grades, informing students, parents, and administrators of progress, and taking action as follows:

Make-up Work

Students are expected to make-up any assignments due to absences within the timeframe specified below. For extended health-related absences, individualized plans will be determined in collaboration with families and school administration. Teachers always have the discretion to allow more time. Teachers will use professional discretion in assessing the need for assignments missed due to extended absences and extenuating circumstances.

- Students will be given the number of days absent plus one to complete minor and major grades. For example, if a student is absent for two consecutive days, they will have a total of three days to make up minor and major grades.

A Failing Minor Grade	A Failing Major Grade	A Failing Grade on an Interim Progress Report (IPR)	A Failing Grade on a Report Card
Students who have a failing minor grade may have an opportunity, within a timely manner, to gain additional assistance from their teacher. These opportunities can be delivered either during class time or at an alternatively scheduled time with the teacher. This can be done through differentiated individual instruction, small group instruction, tutorials, etc. Teachers may increase grades on minor assignments if desired, but it is not required.	Students who have a failing major grade should be given an opportunity, within a timely manner, to have their grade increased to a maximum of 70 with ONE of the options below: ● reteach AND reassess opportunity, ● extra credit for a task that requires demonstration of the same learned concepts originally assessed, or ● an alternatively designed assignment that may offer a student another way to demonstrate mastery of the learned concepts. *** Teachers should indicate in the gradebook that the increased grade is because of a redo opportunity. *****	BEFORE a student has a failing grade on an IPR, the actions listed in the previous columns should have been taken and documented. If a student has a failing average on an IPR, teachers MUST: ● Contact the parent or guardian and communicate that the student is in jeopardy of having a failing grading period grade and describe ways students can master concepts and remediate failing grades, AND ● Communicate with an administrator on campus that the student is in jeopardy of having a failing grading period grade. This communication process should be determined by the campus. *Any student with a failing IPR grade at the 1st 6 weeks of school will become ineligible per UIL.*	BEFORE a student has a failing grade on a report card, the actions listed in the previous columns should have been taken and documented. It is expected that the teacher has presented multiple opportunities for the student to demonstrate mastery of learned concepts by the end of the 9-week reporting period. These opportunities must have been documented and communicated to a parent or guardian. Additionally, a campus administrator must be aware of the multiple opportunities presented to the students and parents/guardians to master concepts and remediate failing grades.

- For students who have missed an assessment, it is recommended that the assessment be completed before or after school, during lunch, or at an alternatively scheduled time and should be supervised by the teacher. Consideration should be given for students who have a barrier to coming before or after school. Teachers do have the discretion to allow students to complete a make-up assessment during class time. However, if the student misses important instruction while making up the assessment, the missed instruction must be made accessible to the student.

- Students who are gone on school business (athletic, academic, or extracurricular activities) can request access to missed instruction and/or assignments prior to the absence to ensure a minimal loss of instructional time. This can be accomplished through virtual access or other avenues. Teachers are responsible for ensuring students who are absent (including school related absences) have adequate access to missed instruction.

Late Assignments/Late Work

Late work is classified as work not turned in on time, but not due to an excused or unexcused absence. Late work will be accepted with the maximum deductions as follows. Teachers have the discretion to accept late work without penalty.

	Elementary (1-5)	Secondary (6-12)
1 day late	-10% 1 day late	-10%
2 days late	-20% 2 days late	-20%
3 days late	-30% 3 days late	-30%
4 days late	-40% 4 days late	-40%
5+ days late	-50% 5+ days late	-50%
Late work is not required to be accepted more than 2 weeks after the due date or after the end of the nine weeks, whichever occurs first.		

Extra Credit

All extra credit must be academic and relevant to the course. The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS. Extra credit may be offered at the discretion of the teacher. If extra credit is offered, it must be offered to all students in the class. Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.

Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

Semester Exams

Semester exams will be administered for all high school credit courses for students enrolled in grades 9-12. For students enrolled in high school courses with an associated End of Course (EOC) exam, the CUA will serve as the semester exam as graded with a district-provided conversion table. Semester exams will count **8%** of the semester grade average. The actual semester exam grade will be recorded on the report card and will be used in determining the semester average. Students may earn semester exam exemptions according to campus procedures. Students are required to attend school even if exam exemptions are earned.

Progress Reports and Report Cards

- Interim progress reports shall be issued for elementary students after the fourth week of each grading period and to secondary students after the third week and sixth week of each grading period. Supplemental progress reports may be issued at the teacher's discretion. Parents are encouraged to monitor student grades online using Parent Portal.
- Report cards will be available to students at the end of the 9-week grading period in writing with the expectation that parents will sign and return the written notice of grades to the student's campus.
- Following the failing grade guidelines, teachers must request a conference with parents any time the student is in jeopardy of failing.
- Additional progress measures including MAP growth, MCLASS, and PreK assessments will be provided to parents periodically following administration of these assessments. MAP Assessments cannot be used as grades in the gradebook.

Incomplete Grades

An "I" recorded on the report card indicates an incomplete grade that must be cleared within the appropriate specified time or the "I" will become a failing grade. It is recommended that an incomplete should be cleared within 5 days but must be done within 3 weeks. It is the student's responsibility to make arrangements with

the teacher to clear any grade of incomplete. The principal retains the authority to extend time for completion in extenuating circumstances.

For UIL purposes, an "I" has the same effect as an "F". Therefore, a student with an "I" at a grade checkpoint will become ineligible for play and/or performance. Additionally, if the "I" is not corrected within 5 days, a student becomes ineligible.

Homework

Homework is work that is assigned to be completed outside of regularly scheduled class time. New concepts should not be included in homework. Regardless, students should be able to complete homework independently. Homework is an effective tool in developing responsibility, study habits, and skills. It is an extension of the learning process and involves the home in the student's curriculum. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the student to do the task independently and successfully.

Daily Homework Frequency Guidelines

Adjustments should be made as needed based on student accommodations/modifications stated in an IEP/504.

Grade Levels	Homework Frequency Guidelines
K-2	1-3 assignments, not to exceed 15 minutes per day; 15 minutes of reading or being read to
3-4	2-3 assignments, not to exceed 20 minutes per day; 30 minutes of reading
5-8	Total not to exceed 80 minutes
9-12	Total not to exceed 120 minutes
Advanced Courses*	May require additional time spent out of class to complete assignments

** Advanced courses include those denoted as advanced or weighted at level 3 or 4 as specified in Board Policy EIC(Local)*

Homework may be assigned on Fridays, but the maximum minutes apply to the weekend as a whole. No assignments or projects will be due the first 2 school days upon return from summer, fall, winter, or spring break.

Homework is…	Homework is not…
• Differentiated based on student need. • An extension of instruction for independent practice. • Used to reinforce skills originally introduced in the classroom. • Make-up work due to an absence. • Short assignments or long-term projects. • Coordinated with other teachers who share the students, following the homework frequency guidelines. • Graded and returned to the students in a timely manner with meaningful feedback. • Designed to be respectful of students' time.	• Repetition of skills a student has already mastered. • Punishment for student misbehavior. • Assigned to keep students busy. • Assigned the night before STAAR assessment. • Assigned over extended school breaks. • Worksheets NOT directly tied to class objectives. • Tasks not correlated to the TEKS. • Tied to monetary value, such as

	bringing items for bonus points.

Student Responsibilities for Homework:	Parent/Guardian Responsibilities for Homework:
● Ask the teacher for clear instructions when assignments are not understood. ● Record assignments and due dates in a designated homework folder, notebook, or by setting calendar reminders in personal devices. ● Complete and turn in assignments on time as directed by the teacher. ● Develop proper study habits by: ○ maintaining a daily assignment notebook, page, or calendar reminders, ○ gathering the proper materials needed for homework assignments before leaving campus, ○ finding a quiet, lighted, and orderly place free of distractions or interruptions, ○ having a consistent homework time, and ○ reading when no other assignment has been made.	● Check your child's assignment notebook regularly. ● Provide a quiet, lighted, and orderly place free of distractions or interruptions. ● Provide materials such as paper, pencils, pens, etc. ● Designate a consistent homework time. ● Encourage reading when no other assignment has been made. ● Discuss homework assignments with your child. ● Keep a copy of the teacher's homework policy and syllabus available for use when questions arise.