



COLDSPRING-OAKHURST CISD

Grading Guidelines

2026-2027 School Year

Grading Guidelines (9-Week Grading Period)

These grading guidelines ensure all students have multiple opportunities to demonstrate mastery of grade-level standards and are prepared for the next academic level or graduation. Grades shall reflect mastery of the Texas Essential Knowledge and Skills (TEKS) and High Priority Learning 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 2-5**, grades will be recorded in the following format:

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

For Pre-Kindergarten, Kindergarten, and Grade 1 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.

Each teacher must be able to justify students' grades using appropriate, valid, curriculum-related criteria.

Grading Periods and Grade Weights

Coldspring-Oakhurst CISD uses nine-week grading periods.

Grade Type Weights	Major/Minor
Pre-Kindergarten, Kindergarten, and Grade 1	Skills Based
2nd - 8th Grade	40% major/60% minor
9th - 12th Grade	60% major/40% minor

COLDSPRING-OAKHURST CISD

Grading Guidelines

2026-2027 School Year

Teachers shall record a minimum of two (2) major grades and ten (10) minor grades during each nine-week grading period. By the interim progress report period, teachers shall record at least one (1) major grade and five (5) minor grades to provide timely feedback on student progress and intervention needs.

Grades will be given and recorded in both major and minor categories every 9 weeks, and will be 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 of 2 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: A minimum of 1 major grade should be recorded at the 6-week Interim Progress Report. The 2nd major grade, and any additional major grades, should be recorded by the 8th week of the grading period to allow a redo opportunity, as outlined in the failing grades guidelines.

Minor Grades – A minimum of 10 grades during each 9-week grading period consisting of, but not limited to:

- Formative Assessments
- Class work
- Announced and planned quizzes
- Labs

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

Failing Grades and Reassessment

Students earning a failing major grade (below 70) shall be provided one opportunity to demonstrate mastery through reteaching and reassessment, an alternative assignment, or another standards-based opportunity determined by the teacher. Teachers must document

COLDSPRING-OAKHURST CISD

Grading Guidelines

2026-2027 School Year

reassessment opportunities and communicate concerns to parents and campus administration when students are in jeopardy of failing.

When a student has a failing major grade (below 70), the teacher should take the following actions 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:

A Failing Minor Grade	A Failing Major Grade	A Failing Grade on an Interim Progress Report	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.	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

COLDSPRING-OAKHURST CISD

Grading Guidelines

2026-2027 School Year

		**Any student with a failing IPR grade at the 1st 6 weeks of school will become ineligible per UIL. **	remediate failing grades.
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Minor Grade Interventions

Students earning failing minor grades should receive additional instructional support through differentiated instruction, tutorials, small-group instruction, or other appropriate interventions. Teachers may permit corrections or grade improvements for minor assignments when appropriate.

Retesting Procedures

Students may be required to participate in a tutorial or reteaching opportunity before reassessment. Campus procedures will establish timelines for reassessment opportunities. Students who intentionally refuse to complete an assignment or assessment when provided an opportunity may forfeit reassessment privileges.

Make-Up Work

Students will be provided with the number of days absent, plus one additional day, to complete any missed assignments and assessments. Teachers retain discretion to allow additional time when circumstances warrant. Students absent for school-sponsored activities shall be provided access to missed instruction and assignments.

- Students will have the number of days absent plus one to complete missed 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.
- For students who have missed an assessment, it is recommended that the assessment be completed before or after school, during lunch, or at an alternative scheduled time, and that it be supervised by the teacher. Consideration should be given for students who have a barrier to coming before or after school. Teachers may 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 any missed instruction and/or assignments prior to the absence to minimize loss of instructional time. This can be accomplished through

COLDSPRING-OAKHURST CISD

Grading Guidelines

2026-2027 School Year

virtual access or other avenues. Teachers are responsible for ensuring that students who are absent (including for school-related reasons) have adequate access to missed instruction.

Late Work

Late work not associated with an absence may be accepted with a 10% deduction per instructional day, up to 5 instructional days. Teachers may accept late work without penalty at their discretion. Late work is not accepted more than two weeks after the due date or the close of the grading period, whichever occurs first.

Elementary (2-5) & Secondary (6-12)	
1 day late	- 10%
2 days late	- 20%
3 days late	- 30%
4 days late	- 40%
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 to enrich a class, not to demonstrate mastery of the TEKS. Extra credit may be offered at the teacher's discretion. If extra credit is offered, it must be offered to all students in the class. Extra credit will not be given for bringing in school supplies or other items that must be purchased.

Semester Exams

Semester exams will be administered for all high school credit courses for students enrolled in grades 9-12. Semester exams will count 8% of the semester grade average. The actual semester exam grade will be recorded on the report card and used to determine the semester average. Students may earn semester exam exemptions in accordance with campus procedures. Students are required to attend school even if they earn exam exemptions. EOY Exams are not considered Semester Exams and are not eligible for exemption.

COLDSPRING-OAKHURST CISD

Grading Guidelines

2026-2027 School Year

Progress Reports and Report Cards

- Interim progress reports shall be issued to elementary students after the fourth week of each grading period, and to secondary students after the third and sixth weeks 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. Teachers must communicate with parents or guardians when a student is in jeopardy of failing and document intervention efforts.
- 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 whenever the student is in jeopardy of failing.
- Additional progress measures, including iReady, IXL, MCLASS, CLI (Pre-K), and state assessment data, will be provided to parents periodically after these assessments are administered.

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 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 incomplete grade. 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. If the "I" is not corrected within 5 days, a student becomes ineligible.

Honor Classes

Exit from an Honor Class

College and university admissions officers have repeatedly indicated that high school students who successfully complete an Honors course are given greater consideration when all other college admissions indicators are equal. A transcript indicating that a student has earned a "C" in an Honors course is given greater consideration than one indicating that a student has earned an "A" in an academic course. For this reason, COHS counselors, administrators, and teachers strongly advise Honors students to stay in the course by

COLDSPRING-OAKHURST CISD

Grading Guidelines

2026-2027 School Year

working through difficulties through attending tutorials, doing extra reading/work at home, and joining a student study group. If a student indicates that he/she wants out of the class and is scheduled into the corresponding academic class, the following timeline and procedure(s) must be followed. Exit points are built into our registration and master scheduling process.

- **Exit Point #1.** Students are registered for courses during the spring of the previous school year. It is important that students carefully select their coursework, making wise decisions based on their time commitments, their interests, and their demonstrated academic achievement. Parents are given a course selection sheet in early March to provide an opportunity for parental input in course selections. Parents may make changes and return the course verification sheet to the counselor by mid-April. The first exit point after initial registration will be made available to all students prior to the last day of school. Students may request a change to a course during this time. A parent/primary caregiver signature is required for the change. Students who do not meet criteria for grades or EOC will be removed in June.
- **Exit Point #2: 6-week Progress Report.** Any student who fails an Honors course with a grade below 70 on the progress report 2 (1st 6 weeks) can be removed from the course at the end of the first 6 weeks, at the student's & parent's request. The student's parent or primary caregiver will be notified by the Honors teacher of the failing grade. Parents may also request to remove the student from the course at this time if the student cannot continue to perform in this class due to any extenuating circumstance but is not currently failing. The parent or primary caregiver must notify the counselor before the beginning of the 8th week of school.
- **Exit Point #3 End of the 1st 9-week.** Honors students who are failing an Honors course at the end of the first 9 weeks will be moved to the corresponding academic course, provided space and availability permit. Students with a 65-69 may remain in the course as long as the student, parent, and teacher agree the student has the ability to pass for the semester. A list of all failing students for the course will be sent to the teachers for them to indicate whether the student has the potential to pass for the semester. The student's parent or primary caregiver will be notified by the Honors teacher of the failing grade and course of action at the end of the 9-week period.
- **Exit Point #4 End of the First Semester.** Any student who fails an Honors course with a grade below 70 for the first semester will be automatically removed from the course at the end of the first semester. The student's parent or primary caregiver will be notified by the Honors teacher of the failing grade, which will result in a schedule change. Parents may also request that any student be removed from the course for

COLDSPRING-OAKHURST CISD

Grading Guidelines

2026-2027 School Year

the second semester. Parents or primary caregivers must notify the counselor before the first business day in December.

Homework

Homework is work assigned to be completed outside of regularly scheduled class time. New concepts should not be included in homework. 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 instructions that adequately prepare the student to complete 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 45 minutes
9-12	Total not to exceed 60 minutes
Advanced Courses*	May require additional time spent out of class to complete assignments

* Advanced courses include high school courses denoted as Advanced/Honors or Dual Credit and that are weighted at a higher weight 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 during the first 2 school days after returning from summer, fall, winter, or spring break.

COLDSPRING-OAKHURST CISD

Grading Guidelines

2026-2027 School Year

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. • 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 or notebook • 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.

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

COLDSPRING-OAKHURST CISD

Grading Guidelines

2026-2027 School Year

Conduct. Academic dishonesty includes cheating, copying another student's work, 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.

Instructional Accommodations/Modifications

All accommodations and modifications outlined in Section 504 plans and Individualized Education Programs (IEPs) are mandated by federal law and district policy. It is the duty of teachers and administrators at each campus to ensure these modifications and accommodations are effectively implemented. The specific adjustments in instruction and materials, as detailed in individual modification sheets for 504 students or in IEPs, must be executed as specified. Adhering to these requirements is not discretionary; it is a legal obligation under both district policy and federal regulations.

Teachers whose students receive Special Education services during core instruction will need to set up the grade book as a co-teacher with the Special Education service provider. Grades will be collected from both teachers in proportion to the time the student spends in each class. The number of each grade type collected should be clearly stated and recorded before school begins. The number of grades should be consistent across campuses and reviewed by the school administrator, using the same major/minor weighting detailed above.

Administrative Review

Campus administrators retain the authority to review grading practices, reassessment opportunities, and intervention documentation to ensure equitable implementation of district grading guidelines across all campuses.

