



Grading Guidelines

2026-2027



Grading Guidelines Handbook

The mission of White Settlement ISD is to foster a culture of excellence and empower Brewer Bears to be innovators and leaders of tomorrow by providing premier education.

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Vision

Developing passion to learn...discovering purpose for tomorrow.

Motto

Think BIG...Bears Do!

Beliefs

- *All students are our top priority*
- *Every student has value and purpose*
- *Our students deserve a passionate teacher in every classroom every day*
- *A safe, secure, and enriched environment enhances learning*
- *Learning is a shared responsibility that requires active involvement by students, staff, families, and the community*
- *Continuous professional growth is essential for student success*

I. Introduction: Philosophy and Texas Education Code

Grading is the process by which a teacher assesses student learning and progress towards mastery of course objectives as aligned with the Texas Essential Knowledge and Skills (TEKS). Grading is a part of the teaching and learning process. This process must include establishing clear learning goals, setting standards, and evaluative criteria which guide student learning so changes in instruction are based on assessment data. Additionally, the grading process should provide clear and consistent feedback to students that motivates them to focus and ultimately take responsibility for their own learning.

Reporting is the process by which the teacher communicates information to students and parents/guardians about student mastery of course content and skills. While the reporting process includes report cards and progress reports, it may also require a combination of emails, telephone conversations, and conferences as appropriate.

The purpose of this handbook is to provide a consistent set of grading and reporting expectations. The expectations adhere to the Texas Education Code (TEC), the Texas Administrative Code (TAC), and the White Settlement ISD Board policies and regulations.

This handbook:

- describes the district's grading system which all teachers will implement;
- encourages a better understanding of grading, reporting, and promotion by teachers, parents/guardians, and students; and,
- fosters consistency in grading and reporting student achievement for promotion and retention practices across the district.

Teachers, students, and parents/guardians should understand the impact of grades on high school class rank [Board Policy EIC (LOCAL)] and on promotion and retention [Board Policy EIE (LOCAL)].

II. Grading and Reporting for Learning and Mastery

Philosophy

Effective teachers use grading as part of the intricate process of learning. Using the TEKS as the foundation of the curriculum, they begin by thoughtfully considering what the students already know and what they need to learn. WSISD has a district developed Scope and Sequence as well as elementary district curriculum guides for all subject areas. Teachers should:

- construct assignments and tests that will both teach and assess students' learning
- establish fair, clear standards and criteria, while applying those criteria consistently to student work
- use previously disclosed rubrics when assessing the students' skills
- offer feedback to their students in the form of comments and grades
- provide meaningful opportunities within the classroom setting for their students to assess their own work
- apply what they learn from the grading process to improve their teaching

Tests and quizzes yielding numerical grades represent only one aspect of evaluating student learning. Complete grading requires multiple assessment techniques, such as performances, portfolios, projects, presentations, journals, surveys, interviews, simulations, and role-playing. Using many different evaluation strategies will elicit greater opportunities for students to show mastery in a successful manner.

The teacher will create and sustain a learning environment by basing grades on the student's knowledge and skills as demonstrated by a wide variety of assessments.

In compliance with Texas Education Code §28.0216, grading in WSISD:

- must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment
- may not require a classroom teacher to assign a minimum grade for an assignment without regard for a student's quality of work
- may allow a student a reasonable opportunity to makeup or re-do a class assignment or examination for which the student received a failing grade

In addition, grading should help the teacher:

- communicate progress to the student and parent/guardian on the mastery of the TEKS
- appraise the effectiveness of teaching strategies and modes of instruction
- evaluate strengths and needs of each student
- determine if credit will be awarded

Grading should help the parents/guardians:

- understand their child as a learner
- be knowledgeable about their child's mastery of the TEKS
- guide their child in making academic progress toward successful graduation
- encourage their child to give maximum performance in academic areas

Grading should help the student:

- evaluate and see personal progress on mastery of the TEKS
- recognize how work may be improved
- monitor learning

Mastery

As used in this handbook, the term *mastery* refers to the knowledge and skills necessary for students to be academically successful. Grades earned commonly reflect the degree to which students attain mastery in any given class. Further, student mastery implies foundational understanding necessary in developing skills and processes on a continuum from simple to complex.

To determine the content on which mastery is based, teachers will rely on the state TEKS as reflected in the district scope and sequences, curriculum guides, and/or advanced course curricula. This mastery will be supported by research-based instructional practices, available technology, community resources, and textbooks. Pulling from a wide range of resources, the teacher will create lessons that reflect the TEKS being targeted and include assessment strategies appropriate for the learning of all students. When students do not have mastery of TEKS from previous grade levels or courses, then the teacher must remediate gaps to ensure mastery of current grade level or course TEKS.

Effective teachers use a variety of formative and summative assessments to determine mastery of content and skills being taught. Assessments may include but are not limited to student performances and projects, teacher

observation of developmental skills, work samples, oral interviews, and written assignments. Grading strategies will also differ depending on whether a teacher is instructing in skills, theory, processes, or products.

Recording mastery at one point in time does not guarantee lifelong mastery, nor does it relieve teachers of the responsibility of reviewing previously taught content as part of ongoing instruction.

Academic Integrity

Academic integrity values the work of individuals regardless if it is another student's work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty includes cheating, copying the work of another student or online resource, 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 other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties.

Assigning of Grades

1. General Guidelines

- The assigning of a grade in a particular course shall reflect individual student mastery of the skills and concepts of the course. Therefore, teachers may use their discretion by focusing on grades taken later in the grading period if they reflect a stronger degree of mastery than earlier grades.
- Summative grades may include the following: essays, assessments, projects, research papers, labs, and presentations. Before a summative grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concepts before being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice prior to a summative assessment.
- Examples of formative grades may include daily work, homework, quizzes, and class work. These grades should provide a balanced representation of the types of work completed during the grading period. Students are to be provided multiple formative assessments prior to the summative assessment being given. Formative assessments may or may not be graded.
- For students in grades 3-6, best practice is to not enter a grade below 50 into Skyward.
- Grades shall not be reduced or awarded for non-academic activities such as compliance points for returning signed syllabus, incomplete paper headings, supplies, etc.
- No more than 50% of grades can be completed on a digital platform - excluding CTE & Dual Credit (i.e. Canvas, NoRedInk, Delta Math, Quill, PlayPosit, etc.)

2. Grading Scales

Pre-Kindergarten - 2nd Grade

In Pre-Kindergarten, kindergarten, 1st grade, and 2nd grade grading is based on mastery of standards (WSISD essential standards), as demonstrated through skills assessed/observed by the teacher and individual student work. Mastery of individual skills will be recorded on report cards for individual standards in the core content areas of reading, writing, and math. The reporting categories are as follows:

Scale Score	Description
3	Meets Standard
2	Approaching Standard
1	Area of Concern

Science and Social Studies grades will be determined by a performance assessment over an essential skill and students will be given a scale score.

Grades 3-12

Grading is based on mastery of standards, as demonstrated through skills assessed/observed by the teacher and individual student work. Mastery of individual skills will be recorded on report cards for individual standards in the core content areas.

The grading scale for content area courses in 3rd-12th grade will be numerically based on the following 100-point scale:

Grade	Letter Equivalent	Description
90-100	A	Outstanding progress and mastery of standards
80-89	B	Above average progress and mastery of standards
70-79	C	Average progress and understanding of standards
Below 70	F	Below average progress and understanding of standards; Re-teach is required
	I	Incomplete

3. Minimum Number of Grades: Grades 3-5

1st - 4th Grading Periods

- Reading - **Eight** grades
- Writing/Grammar/Spelling - **Eight** grades
 - Spelling will count as one cumulative grade. Ex. A student takes 8 spelling tests. The average of all eight tests will be counted as the one spelling grade. This grade is part of the ELA (Writing/Grammar/Spelling) grade.
 - Dual Language 3rd-5th - **Nine** grades (one cumulative grade for English Spelling and one cumulative grade for Spanish Spelling).
- Math - **Eight** grades
- Science - **Eight** grades
- Social Studies - **Six** grade

4. Grade Weights and Minimum Number of Grades: Grades 6-12

Grades shall be calculated according to the following guidelines:

- 40% Formative and 60% Summative
- Teachers will have a minimum of twelve grades for each grading period. (minimum nine formative and three summative grades) Each progress report should include a minimum of 3 formative grades and 1 summative grade.

Progress Report 1	3 formative, 1 summative *exception 1P1: only 3 formative
Progress Report 2	6 formative, 2 summative *exception 1P2: only 6 formative, 1 summative
End of Nine Weeks	9 formative, 3 summative *exception 9W1: only 9 formative, 2 summative

- If semester exams are given, they will not be weighted more than other summative grades and cannot be corrected to improve the grade. The semester exam will count as the 4th summative grade, with the lowest of the 4 dropped. Exceptions to this will be course expectations in Dual Credit Classes.
- No more than 50% of grades can be completed on a digital platform - excluding CTE & Dual Credit.

5. Assignment of Grades

- All grade weights and minimums must be met.
- Exceptions to the minimum number of grades must be approved by the campus principal.
- An Incomplete (I) may be recorded with the campus administrator's approval.
- After the second "0" is assigned to a student within the grading period, the parents must be contacted via Parent Square. If the problem persists, teachers will follow the progress reporting guidelines for parent contact.

6. Grade Posting Timeline

- Student work that is to be graded should be returned to the student and posted to Skyward within one week after the due date (the date the student turns in the work is day zero) of the date received by the teacher; except for projects and major essays which shall be graded and returned within 7 school days from the time submitted to the teacher (the date turned in by the student is day zero).
- Any exceptions to the above guidelines must be approved by an administrator and communicated to students with the reason there will be an extended time to grade, return, and post the grade (for example, a very detailed final project or major essay that may legitimately require additional time to provide quality feedback).

7. Citizenship Grades: Grades PreK-5

The student is graded on citizenship by each teacher. A letter system is used in reporting a student's conduct based on proper/responsive conduct and citizenship. Citizenship must NOT be used to adjust academic grades. By law, the teacher of record must enter these grades.

E = Excellent - Performs at excellent/above standard consistently

S = Satisfactory - Average traits and characteristics of conduct

N = Needs Improvement - Conduct needs improvement

U = Unsatisfactory – Has not demonstrated some traits of school appropriate conduct

An “N” should not be given prior to parent contact. A “U” must not be given prior to timely, documented contact with a parent and discussion of the conduct grade with a campus administrator.

8. Late Work

Grades 3 - 5

Late work will not be accepted after Tuesday in the last week of the grading period. Points will not be deducted for late work in grades 3 - 5.

Grades 6 - 12

Late work is defined as any assignment not turned in on the assigned date unless the date is altered by the teacher at his/her discretion. The late work policy must be communicated clearly to students and parents by each teacher.

An assignment can be turned in under the following guidelines:

- 1 class period late – maximum score is 90
- 2 class periods late – maximum score is 80
- 3 class periods late – maximum score of 70
- 4 class periods late – maximum score of 60

No late work will be accepted for credit after 4 **class periods**, and a zero may be recorded in the grade book. Exceptions below:

- Students with IEP accommodation with extra time.
- Students with excused absences (including school-sanctioned extracurricular activities)

If the opportunity to earn credit for an assignment has passed, the student must complete the assignment as preparation for the assessment, not to replace the zero in the grade book on that formative assignment.

9. Make-up work

- All students shall be allowed to make up work when absent from class.
- Make-up days start the first day the student returns to the class(es) missed.
- Students shall have a time equal to days absent from class plus one day (class period) to complete all missed assignments. For example, if a student misses three days (class periods) they will get four days (class periods) to make up assignments. (6th-12th - day(s) translates to class periods)

- Under extenuating circumstances such as long-term illness or family emergencies, teachers will work with the student to determine due dates for make-up work missed. Teachers may reduce the length or number of assignments as long as the appropriate TEKS are covered.
- Students returning to class following an absence are responsible for discussing with the teacher, and/or reviewing assignments in CANVAS, what is to be completed and due date, along with securing necessary materials and notes.
- Make-up work, including tests, may be an alternate version of the original work if it is at the same level of cognition and covers the identical learning target(s).
- Make-up tests should be administered during tutorial time, before school, after school, or another time to prevent a student from missing additional class time. At a teacher's discretion, tests may be made up during the school day.
- Work, including tests, assigned prior to an absence may be due on the first return day. See the late work policy elsewhere in this document for make-up work not turned in when due dates have been set.
- Teachers will not enter a placeholder grade until the end of the make-up window.
- Students who have an excused absence must be provided missed instruction before they can be required to take an assessment. If the assessment is given before instructional time is provided, the student will be able to retake the assessment for the maximum grade.

10. Incomplete grades

- Before issuing a grade of incomplete on a report card, the teacher must discuss the situation with an administrator.
- Teacher must make parent contact if an incomplete is assigned.
- All incomplete grades must be changed within one week unless there are extenuating circumstances.
- UIL eligibility considers an incomplete as a failing grade for eligibility purposes.

11. Transfer Grades from Within the District

If a student transfers from a WSISD school, all grades will be recorded by the receiving teacher in his/her grade book following the required Skyward steps provided by the registrar.

12. Transfer Grades from Other Districts

A student must be present in a WSISD school for at least 10 school days to receive a progress report or report card for the current grading period. If the student has been enrolled for less than 10 days, the grades from the prior district will stand as the current grades and will be sent home with documentation stating they are from the previous district. All grades will be recorded by the receiving teacher in his/her grade book following the required Skyward steps.

13. Elementary Students Removed from the Regular Academic Setting for Additional Services

Some students require additional services during the school day. When a child is pulled from the general education classroom, he/she shall not be penalized for work missed. A child shall not be required to complete lessons/activities done in their absence while attending services such as speech, GT, OT, counseling, etc. Students are responsible for mastery of the content missed, and teachers are responsible for ensuring that the missed content is taught to the student.

14. Art, Music, and Physical Education Grades: PreK - 5

The grades in art, music, and PE will be earned based on the student's performance and/or participation. The grade will use the following scale:

- E= Performs at excellent/above standard consistently
- S= Performs at standard expectation consistently
- N= Performs slightly below standard expectations
- U= Performs consistently at beginning or below standard expectation

Note: Prior to assigning a "N" or "U," a teacher must have documented contact with the parent/guardian.

PE grades should be entered by the physical education teacher in grades 3-5. The homeroom teacher will enter PE grades for Pre-K - 2nd.

Fine Arts grades should be based on participation in class. These grades are not citizenship grades.

15. Instructional use of Videos, Feature Films, and Movie

A feature film or movie for entertainment purposes cannot be used in its entirety as a component of classroom instruction. Carefully selected sections of feature films or movies can serve as excellent teaching tools if they support the planned instructional activities and the applicable TEKS. No video, feature film, or movie should be shown straight through in a class without stopping, as indicated below for instructional conversations or student activity.

Instructional videos should be used to reinforce content by being shown in short sections, followed by discussion or activity. Student attention spans dictate whether this practice is used. This is especially important for the introduction of new or more difficult-to-grasp concepts. For example, teachers may show a short section of 10-12 minutes and then stop for discussion or activity, which can be followed by another 10-12 minutes section, again followed by another time of discussion or activity. By law, appropriate licensing fees must be paid in advance. With accessibility to a variety of online video clips, educators must use professional judgment when selecting these as instructional tools. No Rated R movies will be shown.

Administrator approval is required for any movies shown.

16. Extra Credit

- Extra credit must be awarded based on an academic product that can be directly related to the WSISD curriculum objectives.
- Credit shall not be given for students providing classroom supplies, materials, or awarded for any other non-academic work.
- If a teacher makes extra credit available to one student, he/she must give all students in the same course the opportunity for extra credit. It should apply equally to all students.
- In the case of class-wide low scores on an assignment/assessment, the material should be retaught, learned at the appropriate level of cognition by the students, and retested rather than offer all students the opportunity for extra credit. The goal must be student learning and not for simply a grade.

17. Progress Reports and Report Cards: Grades 3 - 5

Progress Reports: Grades 3 - 5

The district shall provide a notice of progress via Skyward Family Access to the parent or guardian of students in grades 3 through 5. The grades will be determined at three-week intervals on a pre-designated date and submitted during a specific window of time.

- Minimum of two grades posted every three weeks.
- An electronic signature is required to ensure that parents have received this communication.
- Direct parent contact will be made via Parent Square for any student who is failing with a 69 or below on each progress report.
- Accurate records of contact or attempts to contact parents of students who are failing should be kept on file by the teacher for the current school year or until directed otherwise by the principal.
- In addition to progress reports, parents/guardians will receive weekly grade notifications via email.

Report Cards: Grades PreK-5

- The campus shall provide a printed report card to parents or guardians which includes academic achievement grades, citizenship status grades. Parents are expected to return a signed copy of the report card to the specified teacher within two days of receipt. [EIA (LEGAL)]
- At their discretion, teachers 3rd - 5th can raise the report card grades from 69 to 70, 79 to 80, 89 to 90 when using established criteria. These criteria must be utilized for all students when raising a grade
- In addition to the standard nine-week report card, students with disabilities must also receive a report indicating their progress on their IEP goals.

18. Progress Reports and Report Cards: Grades 6 - 12

Progress Reports

- Each progress report should include a minimum of 3 formative grades and 1 summative grade

Progress Report 1	3 formative, 1 summative *exception 1P1: only 3 formative
Progress Report 2	6 formative, 2 summative *exception 1P2: only 6 formative, 1 summative
End of Nine Weeks	9 formative, 3 summative *exception 9W1: only 9 formative, 2 summative

- Grades will be determined at three-week intervals on a pre-designated date and submitted during a specific window of time through Family Access. An electronic signature is required to ensure that parents have received this communication.
- Direct parent contact will be made via Parent Square for any student who is failing with a 69 or

below on each progress report.

- Paper progress reports are available upon request through the campus registrar.
- In addition to progress reports, parents/guardians will receive weekly grade notifications via email automatically generated by Skyward. Minimum of two grades on the first progress report

Report Cards:

- The campus shall provide a report card via Skyward Family Access to parents or guardians of students that includes academic achievement grades and absences. Parents and students may view the student's grades through the Family Access Student Portal and print a hard copy for their records or may request a printed copy from the campus. An electronic signature is required to ensure that parents have received this communication. [EIA (LEGAL)].
- In addition to the standard nine-week report card, students with disabilities must also receive a report indicating their progress on their IEP goals.
- At their discretion, teachers can raise the report card grades from 69 to 70, 79 to 80, 89 to 90 when using established criteria. These criteria must be utilized for all students when raising a grade.

19. Reassessment

The district's goal is for every student to master all the TEKS specified for each grade level. If a student does not demonstrate mastery of concepts and skills as specified in the TEKS and necessary for future learning, reteaching should be provided for the student.

"For reteaching to be effective teachers must use a different approach from the one they initially used, one that builds on previous activities but that focuses on the omissions or errors in student thinking that resulted from these activities" (Marzano, 2010).

Per Board Policy EIA (LOCAL), "The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade."

General Guidelines (3-12)

- The reassessment policy must be communicated clearly to students and parents.
- Correction of the original assignment is not considered reteaching.
- Reteaching will employ different strategies than the original teaching.
- Working through the PLC team, teachers can collaborate on methods to provide reteaching through collaboration by answering PLC question three, "What will we do if students do not learn it?"

The following are the criteria regarding the required reteach/redo procedures for *failed* projects, quizzes, formative, and summative assessments (this does not include District CBAs at the elementary level):

- The student, at teacher discretion, may be required to attend tutorials prior to the opportunity to redo an assignment or an assessment. The number of tutorials or reteach opportunities is

determined by the teacher.

- The teacher will determine the redo/retest due dates based upon the assignment length and/or timeline for tutorials/reteach.
- The assignment/assessment may be of an alternative variety from the original assignment/assessment if it covers the same TEKS and at the same level of cognition as the original assessment.
- The highest available grade on the redo/retest for a failing grade is a 70. If a student earns a 70 or above, they will receive a 70. If a student makes below a 70, they will receive the highest of the two grades they earned but not below a 50.

For example:

- If a student makes a 100 on the redo assignment/assessment they will get a 70.
- If a student makes an 80 on the redo assignment/assessment they will get a 70.
- If a student makes a 65 on the redo assignment/assessment they will get a 65.

Grades 3-5

- If 40% or more of the class fails an **assignment**, the opportunity to retest on a new assignment must be provided after a reteach for the entire class. The higher grade will be recorded and not an average of the two assignments. Students who passed the assignment the first time can opt out of reassignment. If they choose to do the reassignment, the higher of the two grades will be recorded. The opportunity to redo/retest is a one-time offering per assignment.

Grades 6-12 (All courses & subjects)

- If 40% or more of the class fails an **assessment**, the opportunity to retest on a new assessment must be provided after a reteach for the entire class. The higher grade will be recorded and not an average of the two assessments. Students who passed the assessment the first time can opt out of the reassessment. If they choose to retest, the higher of the two tests will be recorded.
- To be eligible for a redo on a formative or daily assignment, students must first make an initial attempt on the original task. This ensures that all students engage in the learning process from the start.
- Students have three days to complete assessment corrections. This can be extended at teacher discretion.
- When a student completes corrections or a retake, the teacher will record the **higher of the two grades**, up to a **maximum of 70%**.
- The opportunity to retake or correct an assessment is a **one-time offering per assignment or assessment**.
- Students who have an excused absence must be provided with missed instruction before they can be required to take an assessment. If the assessment is given before instructional time is provided, the student will be able to retake the assessment for the maximum grade.

20. Homework Philosophy

The purpose of homework is to improve student learning and provide opportunities for extending learning time beyond the school day by providing practice, developing proper study habits, and fostering positive attitudes toward school work outside the school day.

Grades 3-5

Homework will be evaluated in a timely manner (no more than 3 instructional days) and used as a method to

provide students with specific feedback on their performance of the assigned tasks. Homework will not be graded or awarded extra credit.

Grades 6-12

Homework will be evaluated in a timely manner (no more than 3 instructional days) and used as a method to provide students with specific feedback on their performance of the assigned tasks. Homework grades can be graded in the formative grade category.

21. Dual Credit

Dual credit courses will abide by the college course syllabus and by the college grading standards.

III. Special Programs

Gifted and Talented Program Identification

Assessments will be used to determine placement needs for each student referred. All kindergarten and second grade students will be screened in addition to individual referrals. For more detailed program information, please visit the district's [Gifted and Talented](#) page.

Identification of English Language Learners

State required language assessments assess students new to the district who have a language other than English identified on the home language survey for determination of English proficiency and potential placement into Dual Language (PK-6th) or English as a second language (ESL) program (PK-12). Please contact your campus LPAC Coordinator for required steps and timelines.

MTSS Universal Screeners 1-8

Universal screeners identify students not making academic progress at expected rates. The assessment component of the MTSS procedures serves as progress monitoring and a diagnosis of student mastery of specific skills within an academic domain and generates data for campus teams to place students on intervention tiers. WSISD will use data from the following: iReady Reading & Math, KEA & TPRI.

College Entrance Exams

College entrance exams provide students with the opportunity to experience the rigor and expectations of post-high school coursework.

- The PSAT will be provided free of charge to students in grade 10 and juniors who opt in based on teacher/counselor recommendations. For more information, visit the College Board [website](#).
- Brewer High School seniors will participate in the ACT school day in the fall. Juniors will be tested in the spring during the SAT school day test administration.
- The TSIA-2 is a college placement exam. Students have the opportunity to take each section of the TSIA-2 exam two times each school year. Students interested in dual credit will be required to meet a cut score to enroll in college courses.

Dyslexia and Related Disorders

Formal assessment of students for dyslexia is one component of a detailed process for identifying students. All kindergarten and first grade students are assessed using TPRI/TX-KEA. Parents who wish for their child to be tested in grades 2nd and up may contact the campus principal.

Academic Acceleration

WSISD offers several options for acceleration. Please refer to the Board Policy EHDB (Local and Legal) and EHDC (Local and Legal) for specific information, timelines, and processes.

STAAR/EOC

STAAR is the Texas Education Agency exams required for students to take each year and for seniors to be able to graduate and receive a diploma. All students in grades 3-11 are expected to participate in the STAAR exams appropriate for the subjects taken. Every STAAR exam is directly and vertically aligned to the Texas Essential Knowledge and Skills (TEKS) and is administered at the following grade levels:

Grade 3	Mathematics and Reading Language Arts
Grade 4	Mathematics and Reading Language Arts
Grade 5	Mathematics, Reading Language Arts, and Science
Grade 6	Mathematics and Reading Language Arts
Grade 7	Mathematics and Reading Language Arts
Grade 8	Mathematics, Reading Language Arts, Social Studies, and Science
Grades 9 – 12	End-of-Course Assessments (English I, English II, Algebra I, Biology, US History)

Intervention Instruction

Elementary/Middle School

Intervention Instruction promotes student success by:

- Implementing the support at the time the need is identified
- Allowing the student to progress systematically through content
- Offering a variation in instructional approach
- Providing frequent reinforcement and review
- Middle school students may receive extra help in math or reading through accelerated instruction, which can take place before or after school or during an additional class period.
- Under TAC §28.0211, each time a student fails to perform satisfactorily on an assessment instrument administered under Section 39.023(a) in the third, fourth, fifth, sixth, seventh, or eighth grade, the school district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations.

High School

- Graduation requirements for these students will be based on successful completion of EOC tests in English I, English II, Algebra I, Biology, and U.S. History.
- TEC §39.025(b-1) requires school districts to provide accelerated instruction to each student who

fails to perform satisfactorily on an EOC assessment (i.e., who does not achieve an approached grade level).

- Students may receive extra help in math or reading through accelerated instruction, which can take place before or after school or during an additional class period
- Students who have not met a minimum standard performance score will be provided with accelerated instruction. It is the responsibility of the next grade level or course teachers to provide Accelerated instruction between all testing opportunities. There are three opportunities for students to reach mastery.

Grading in Special Programs

Special Education Program

- Grading for all students including those with disabilities should follow the District grading procedures, and students should be graded based on student progress in the content of instruction and the student's response to instruction. Any variations in District grading procedures should be related to the student's specific disability, which shall be determined by the Admission, Review, and Dismissal (ARD) committee and included in the student's individual education plan (IEP). The ARD committee can make decisions in regard to what the student will be graded on, and the weight applied but cannot alter the grading scale/system established by the district.
- Consideration will be given for evaluating the academic progress of students receiving special education services so they will not be penalized because of their disability.
- Grades for students in special education must be based on performance that demonstrates progress toward mastery of the TEKS following the application of the ARD-recommended accommodations and/or modifications intended to increase the potential for successful student learning.
- Students with significant cognitive disabilities may access the grade level standards using the TEA developed Vertical Alignment Document and Essence Statement for all grade levels and subjects. The student's level of independence in completing tasks and the degree to which a student can generalize skills to a variety of settings are a required aspect of the STAAR- Alternate system and can assist teachers in determining a student's progress toward mastery.
- The level of TEKS instruction and content expectations must be clearly articulated in a student's IEP, along with accommodations and/or modifications related to measuring mastery. This information is critical for teachers to develop appropriate classroom evaluations and make decisions regarding statewide assessments.
- Student work can be assessed by the special education teacher, the general education teacher, and/or a combination of both teachers as determined by the ARD but must be recorded by the teacher of record.
- "The district must provide students with disabilities report cards that are as informative and effective as the report cards provided to students without disabilities." (Section 504 and Title II). The report card may not contain statements of accommodations and/or modifications provided to students. Such accommodations are intended to provide a floor of access for students with

disabilities and to level the playing field so that they can compete with students without disabilities. The student's grade is reported on the report card in the same way as grades are reported for all students.

- Student accommodations must be met (i.e. extra time, reduced assignments).
- In addition to the report card, progress on individual goals and objectives will be individually reported for each student using an IEP progress report process at a minimum of every nine weeks. This is a legal requirement.

Section 504 and Dyslexia Programs

- Students identified for dyslexia programs which are served through special education will be graded under the guidelines described in section above.
- Students identified for dyslexia programs which are served through Section 504 or other students identified as Section 504 will be graded as all other general education students with appropriate accommodations identified through their individual accommodation plans.

Bilingual/ESL Programs for Emergent Bilinguals

According to Chapter 89.1203 of the Texas Administrative Code, an Emergent Bilingual (EB) is defined as a student who is in the process of acquiring English and has another language as the primary language. Students that qualify as EB according to state language testing are eligible to participate in an ESL or Dual Language program. English as a Second Language (ESL) is an intensive instructional program designed to develop an EB student's listening, speaking, reading, and writing skills in English. The Dual Language program is also designed for proficiency in English alongside proficiency in Spanish. All subjects are taught in both languages.

- Grades for Emergent Bilinguals will take into consideration their English language proficiency. Teachers shall implement the English Language Proficiency Standards (ELPS) utilizing Content Based Language Instruction (CBLI) framework to improve student understanding of concepts. Time is needed for the student to adjust to the new sounds and demands of learning English.
- Accommodations for Emergent Bilinguals include but are not limited to extra time for assignments and tests, shorter assignments and tests, oral quizzes, peer assistance, use of bilingual dictionaries, reading the directions to the students and use of visual aids or other types of alternative assessments that accommodate for language.
- Emergent Bilinguals should not have failing grades based only on their limited English Language skills.
- EB students' grades should reflect their linguistic accommodations as determined by the student's Language Proficiency Assessment Committee (LPAC).
- EB students are not exempt from grades. In order for EB students to meet grade-level learning expectations across the foundation and the enrichment curriculum, all instruction delivered in English must be linguistically accommodated. The accommodations must be commensurate with the student's level of English language proficiency.

- The LPAC must make recommendations for additional appropriate instructional and assessment accommodations as necessary.
- All EB students participating in an ESL program must receive grades based on grade-level expectations and English Language Proficiency Standards. Teachers shall consider the content being assessed, the linguistics accommodations checklist, and the appropriate proficiency level descriptors.
- Before assigning an EB a failing grade, the teacher must have documented the use of linguist accommodations and the ELPS. Specific accommodations shall be addressed at the LPAC meeting to ensure the student is receiving appropriate support.
- These EB guidelines apply to all grade levels and subject areas, not limited to English Language Arts.