

2026-2027

GRADING GUIDELINES

Mission Statement

Our mission is to furnish a safe haven where everyone is valued and respected. All staff members, in partnership with parents and families, are fully committed to successful student outcomes. We strive to prepare all students to be lifelong learners and responsible citizens ready to meet the challenges of the future.

Vision Statement

Santa Rosa ISD school vision is to provide an environment in which students develop an appreciation of learning and perform to their fullest potential

"Warriors on the Move"- "Education on the Rise"

2025-2026 DATES AND GRADE ENTRY DEADLINES

1st Six Weeks					
Open Date	**Final Grade Entry for Progress Report**	**Released Progress Reports**	**Six Weeks Closing Date**	**Six Weeks Grade Verification Completion**	**Final Six Week Report Card Release Date**
Monday	**Thursday**	**Monday**	**Thursday**	**Wednesday**	**Thursday**
August 18, 2025	September 4, 2025	September 8, 2025	September 18, 2025	September 24, 2025	September 25, 2025

2nd Six Weeks					
Open Date	**Final Grade Entry for Progress Report**	**Released Progress Reports**	**Six Weeks Closing Date**	**Six Weeks Grade Verification Completion**	**Final Six Week Report Card Release Date**
Monday	**Thursday**	**Tuesday**	**Thursday**	**Wednesday**	**Thursday**
September 22, 2025	October 9, 2025	October 14, 2025	October 30, 2025	November 5, 2025	November 6, 2025

3rd Six Weeks					
Open Date	**Final Grade Entry for Progress Report**	**Released Progress Reports**	**Six Weeks Closing Date**	**Six Weeks Grade Verification Completion**	**Final Six Week Report Card Release Date**
Monday	**Thursday**	**Monday**	**Thursday**	**Wednesday**	**Thursday**
November 3, 2025	November 20, 2025	December 1, 2025	December 18, 2025	January 7, 2026	January 8, 2026

4th Six Weeks					
Open Date	**Final Grade Entry for Progress Report**	**Released Progress Reports**	**Six Weeks Closing Date**	**Six Weeks Grade Verification Completion**	**Final Six Week Report Card Release Date**
Tuesday	**Friday**	**Monday**	**Friday**	**Wednesday**	**Thursday**
January 6, 2026	January 30, 2026	February 2, 2026	February 20, 2026	February 25, 2026	February 26, 2026

5th Six Weeks					
Open Date	**Final Grade Entry for Progress Report**	**Released Progress Reports**	**Six Weeks Closing Date**	**Six Weeks Grade Verification Completion**	**Final Six Week Report Card Release Date**
Monday	**Friday**	**Monday**	**Friday**	**Wednesday**	**Thursday**
February 23, 2026	March 13, 2026	March 23, 2026	April 17, 2026	April 22, 2026	April 23, 2026

6th Six Weeks					
Open Date	**Final Grade Entry for Progress Report**	**Released Progress Reports**	**Six Weeks Closing Date**	**Six Weeks Grade Verification Completion**	**Final Six Week Report Card Release Date**
Thursday	**Friday**	**Monday**	**Friday**	**Wednesday**	**Thursday**
April 20, 2026	May 8, 2026	May 11, 2026	Seniors-May , 2026 All Grades-May , 2026	Seniors-May , 2026 All Grades-May , 2026	May 28, 2026

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

These curriculum guidelines, approved by the campus principal, set minimum requirements for assignments, projects, and exams each grading period. They also specify how mastery will be communicated (letter grades, averages, skill checklists). Additionally, they outline conditions for retaking or redoing assessments after failing and procedures for students after absences.

Purpose for Grading Guidelines

Implementing consistent district grading policies and guidelines are important components in the effectiveness and credibility of our educational system. Student grades serve as

(1) a tool to promote meaningful evaluation of student achievement,

(2) to inform students and parents of academic progress, and

(3) to help improve student performance, habits, and practices.

The process to determine those grades should reflect a standard of reliability and validity. Grading should be fair, consistent, and measure the curriculum that has been taught.

Reference to Board Policy – EIA Local

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 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.

Minimum Number of Grades

Grades must be posted and updated weekly in the Ascender gradebook. Major Assessments must be scheduled/projected and announced at least three school days in advance.

At least two new grades must be entered into the Ascender Gradebook per week.

6-Week Grading Period - Minimum Number of grades for all classes		
Daily Work 70% (per subject)	**Minor 20% (per subject)**	**Major 10% (per subject)**
8	**3**	**1**

5-Week Grading Period - Minimum Number of grades for all classes		
Daily Work 70% (per subject)	**Minor 20% (per subject)**	**Major 10% (per subject)**
7	**2**	**1**

Progress Reports (end of 3rd week) - Minimum Number of grades for all subjects		
Daily Work 70 (per subject)	**Minor 20% (per subject)**	**Major 10% (per subject)**
5	**1**	**0**

Electronic Gradebook Categories and Instructional Items:

Suggested category examples (not restricted or limited to)

Category	Examples	Weight
Daily Work	Journals	70%
	Bellringers	
	Exit Tickets	
	Classwork	
	Homework	
	Participation	
Minor	Quizzes	20%
	Tests	
	Essays	
	Projects	
	Presentations	
	Exit Ticket Week Average	
Major	STAAR Formatted/ Cumulative Exam	10%

[See **Report Cards/Progress Reports and Conferences** on page **Error! Bookmark not defined.** for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;
- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE); and
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Reteaching

Reteaching is an integral part of the instructional process and must occur as needed. Reteaching must be accompanied with a different instructional strategy from the original presentation. When reteaching is necessary, the teacher will indicate this in the lesson plan by writing "Reteaching." Reteaching will occur in any area where a student has not demonstrated mastery.

Reteaching is required for an entire class when the results from the assignment show that **more than 40%** of the students failed the assignment. The teacher must reteach a skill and utilize the **highest grade** as attained by the student.

Make-up Work

"Reasonable opportunity" to make-up a major/minor assessment or assignment due to absence:

Excused Absence:

- All students will have up to 3 days to make up an assessment or assignment without penalty, given the total number of absent days (up to 3). A teacher will have the option of assigning an alternate assessment in lieu of the original. ***In extenuating circumstances with absences, the campus principal will make a decision on the assignment and make-up days.***
- Homework assigned prior to student's absence is due the day student returns to class.
- All missing work for excused absences should be coded in the gradebook as an incomplete "I" until the student is given the opportunity by the teacher to make up the work. All incomplete grades must be cleared prior to grade verification. [Insert six weeks period table. Put dates for 3 days after the closing of each six weeks]
- Dr.'s excuse (U.S. doctor excuse only)

Unexcused Absence:

- All students will have up to 3 days to make-up a major/minor assessment with a PROGRESSIVE GRADE PENALTY of 10 points per day. A teacher will have the option of assigning an alternate assessment in lieu of the original.
- A student should not, on the day of returning to school, be required to take a major/minor assessment that was announced during his/her absence.

- However, if student received all instruction for the announced major/minor assessment, the student is responsible for taking major/minor assessment or submitting the major/minor assessment upon return to school.
- All missing work for excused absences should be coded in the gradebook as an incomplete "I" until the student is given the opportunity to make up the work.

Late Work:

"Reasonable opportunity" for late submission of work:

- All students will submit late work in accordance with district grading policy
- Progressive grade penalty of 10pts per day
- No more than three days to make up late work

Retesting

Santa Rosa ISD shall provide students with a reasonable opportunity to retake an examination or quiz on which they receive a failing grade.

- Retesting must be completed within five (5) school days of the original assessment date, except in cases of extenuating circumstances as determined by the teacher or campus administration.
- If a student scores higher than a 70 on the retest, a grade of **70** will be recorded.
- If the student scores below 70 on the retest, the **higher of the two grades** (original or retest) will be recorded.
- If the original assessment has been reviewed in class prior to the retest, a **different version** of the test must be used.
- However, if the retest occurs **before** the original assessment is reviewed, the **same test** may be administered.

Standards for Mastery

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final examinations or may be administered separately. Mastery of at least 70 percent of the objectives shall be required. **(EIE-LOCAL)**

Progress Reports

A progress report will be sent home at the end of the three-week period for all students. The progress report reflects both satisfactory and unsatisfactory student progress. Conferences may be requested by a teacher or parent as needed.

Report Cards

The district shall issue grade reports/report cards every six weeks on a form approved by the superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE. Report cards are accessible via Parent Portal.

Academic Dishonesty

A student found to have engaged in **academic dishonesty** shall be subject to **grade penalties** on the assignment or test in question in accordance with the **Student Code of Conduct**.
Academic dishonesty includes, but is not limited to:

- **Cheating** or copying the work of another student
- **Plagiarism**
- **Unauthorized communication** between students during an examination

The determination that a student has engaged in academic dishonesty shall be made at the discretion of the **classroom teacher** or other **supervising professional employee**. This decision may be based on a variety of factors, including written evidence, direct observation, or credible information provided by students.

Grade Reporting

The grade from any assessment administered through the last day of the grading period will be included in the current grading period. All assessments must be reported to the student prior to the end of the last day of the grading period.

In the event that a student has a failing average at the third and/or sixth week reporting period, the teacher will have a student conference and make contact with parent to discuss student's failing grade(s).

Failing Grades

Teachers are required to show the following documentation for students receiving a 69 or below on progress reports and six-week grades:

- Parent contact log showing a minimum of 2 phone calls with a parent or guardian (not attempts)

Semester Exam Exclusion (Secondary Levels Only)

If the student average of the three six-weeks is 80 or better and the student's absences for the class are equal to or below 3 total absences (excused or unexcused), a student may be excluded from taking the semester exam.

Semester Exam Retesting (Secondary Levels Only)

1. If the average of the three six-weeks is 70 or better and the student's final semester average is a failing grade because of a final exam grade, the student is entitled to take a retest to have the opportunity to receive a grade no greater than a 70;

2. It is the student's responsibility to check with their teacher to schedule the retest exam if they are eligible.

Course Syllabus (All Grade levels)

All teachers will provide parents and students with a syllabus for all courses.

Components of each class syllabus include:

- Teacher Name
- Course Title and Class Times
- Conference Time and school phone number
- Available Tutoring Time
- Teacher school email
- Electronic communication codes for students/codes for communication apps (if applicable)

- General method of assessment and grade calculation in compliance with SRISD Grading Guidelines (Refer to Grading Guidelines)
- Classroom Expectations and Procedures
- Outline or Scope and Sequence /Semester-at-a-Glance of major course units, themes, or projects
- Books / Materials / Major projects / Required course readings/Suggested Readings

Each Course Syllabus is submitted to the Dean of Instruction, and a copy is kept on file.

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

- English I,
- English II,
- Algebra I,
- Biology, and
- U.S. History.

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on up to two of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;

- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	4	4
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	4	6
Total	**22 credits**	**26 credits**

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.

- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.

    - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
    - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9, which endorsement he or she wishes to pursue.

Financial Aid Application Requirement

This portion of the handbook helps fulfill the requirement in state law to notify students at the time a student first register for one or more high school credit classes of the requirement to complete and submit a FAFSA or TASFA. Districts must provide more detailed information and instruction on this topic to students at the beginning of grade 12.

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;

- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or

- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a TASFA, the student must submit:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite;

- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A copy or screenshot of the FAFSA acknowledgment page;
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
- An acknowledgment receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review TEA's Graduation Toolkit (https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Credit Recovery Guidelines (High School)

Santa Rosa High School utilizes **Edmentum** as its designated **Credit Recovery Program**. This program provides students with the opportunity to regain high school credit for courses they did not successfully complete in the past. Edmentum is designed to offer a **flexible, time-efficient, and academically supportive platform** that helps students recover credit, stay on track for graduation, and succeed in their academic goals.

The program is tailored to meet the needs of individual students and supports credit recovery through online instruction, assessments, and progress monitoring.

In accordance with **State Board rules**, the **superintendent or designee (campus principal)** may award course credit or approve acceleration based on the student's performance on an Examination for Acceleration (EA). This provides additional options for students to earn credit outside of traditional instructional settings. Credit recovery will only be available to Juniors and Seniors.

Honors, AP, and Dual Enrollment Grading Policy

Secondary

Course Syllabi and Grading

Grading policies for each course will be clearly outlined in the **syllabus provided by the teacher** and distributed to students within the **first week of entering the course**. These syllabi will detail how grades are determined, including expectations for assignments, assessments, participation, and other components.

Late Work and Missed Assignments

Penalties for **late work**, **missed tests**, **projects**, and **oral presentations**—including those involving group work—will be specified in the course syllabus. It is the student's responsibility to review these guidelines and adhere to them.

Advanced Placement (AP) Courses

Students enrolled in **AP (Advanced Placement)** courses are **strongly encouraged** to take the

corresponding **AP Exam(s)** in their area(s) of study. These exams provide students the opportunity to earn college credit and demonstrate mastery of college-level content.

Dual Enrollment

Santa Rosa High School offers **Dual Enrollment** opportunities in partnership with accredited colleges and universities. Dual enrollment students must meet all **college admission requirements** and submit **all required documentation** to the **Dual Enrollment Counselor**.

- Students who **fail to submit complete documentation** by the **Santa Rosa High School deadline** will not be eligible to enroll for that semester and must **wait until the following semester** to register.
- Dual enrollment grades will appear on a student's **official university transcript** and are considered **permanent college-level grades**.
- For high school credit purposes, the following conversion scale (or policy) will be used to determine how dual enrollment grades are recorded on the high school transcript:

Dual Enrollment:

1. Texas Southmost College

a. Texas Southmost College will give numerical grades for the 2025-2026 school year at the end of each semester.

***All final Dual Enrollment grades will be at the discretion of the professor. ***

Waivers

Pursuant to FM Legal

The suspension and reinstatement provisions of Education Code 33.081(c) and (d) do not apply to an advanced placement or international baccalaureate course, or to an honors or dual credit course in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English. Education Code 33.081(d-1) Honors classes for purposes of eligibility to participate in extracurricular activities are listed at 19 Administrative Code 74.30(a).

Districts may identify additional honors courses in the subject areas of English language arts, mathematics, science, social studies, or a language other than English for the purposes of extracurricular eligibility but must identify such courses before the semester in which any exemptions related to extracurricular activities occur.

Districts are neither required to nor restricted from considering courses as honors for the purpose of grade point average calculation.19 TAC 74.30.

The district considers the courses listed in Administrative Policy #15 as additional exempt honors courses under Education Code 23.081, subject to the following conditions:

a. A student may not claim an exemption more than one time per course per year, and
b. A student may not claim an exemption for more than two (2) courses per grading period.

7th Grade

Honors Reading Language Arts

Accelerated Math

Honors Social Studies

Honors Science

8th Grade

Honors Reading Language Arts

Honors Algebra I

Honors Social Studies

Honors Science

Santa Rosa High School

Algebra I Honors

Geometry Honors

World Geography Honors

Algebra II Honors

Biology Honors

Chemistry Honors

English I Honors

English II Honors

Middle School Ranking Policy (Refer to EIC Local)

Class Rank/Highest-Ranking Student (Secondary Grades Levels Only)
At Middle School, students are ranked for 8th grade promotion purposes. The purpose of the ranking is to determine the Top Ten Eight Graders to be honored at the Promotion Ceremony. Students must have attended at least half of their seventh-grade year and all of their eight-grade year in order to be eligible for top ten honors. The system used as follows:

- Grades from the sixth, seventh, and eighth grade, up to and including the 5th six weeks of eighth grade are averaged.
- An 8th grade class valedictorian and salutatorian will be recognized. In case of a tie for these categories, the following will determine the honor: The student with the highest numerical grade average of all courses taken shall be chosen.

In determining a student's ranking in their class, English Language Arts/Reading (ELAR), math, Science, Social Studis, Algebra I, and Spanish I will be used. Class rank will be calculated by accumulated grade points divided by the number of core classes for which final grades are given.

High School Ranking Policy (Refer to EIC Local)

Grades (Refer to EIC Local)

Instructional personnel are to utilize numerical grades in marking papers, tests, and other assignments completed by students.

All grades must be based on a 100% scale. Only dual enrollment courses can use the point system for calculating grades. The percentage used for tests, daily work, homework, etc., must be consistent by campus or department and must be approved by the campus principal.

Grade Requirements/Honor Roll

Classroom teachers will assign a grade that reflects the student's relative mastery of an assignment. There should be a minimum of two grades per week, per course for all grades per six weeks for elementary and secondary campuses.

"A" honor roll is awarded to students who make a 90 or above in all courses listed above each six weeks. "A/B" honor roll is awarded to students who make an 80 or above in all

courses listed above each six weeks with a minimum of one "A" (grade of 90 or above) in a core academic class. Final averages will not be used for Honor Roll purposes; only individual six weeks grades are used to determine honor roll.

Grades will be based solely on daily class work, assignments (homework, etc.), quizzes, major tests, labs, and teacher observation. If teacher observation is used, a rubric must be developed to base the grade for the observation. Campus administrators will monitor that there is representation of a variety of sources for grades. The campus administrator has the discretion to specify minimum number of grades per category.

Posting of Grades

Grades must be entered on a weekly basis, no later than Monday of the following week. Projects and major papers may require an extended grading timeline. A minimum of two grades per week must be recorded to accurately reflect student mastery of assignments. Additionally, at least twelve grades must be posted within each six-week grading period.

Rubrics

Rubrics must be provided to the student when a project or activity **is assigned**. The evaluation of projects or such activities must adhere to the rubric that was created and provided to the students. Deadlines should be included in the rubric and only individual grades will be awarded.

Homework

Homework assignments must provide reinforcement of classroom instruction. Homework assignments must be reasonable in view of the student's home resources. Homework assignments must be properly evaluated; feedback must be given. The length and difficulty of an assignment shall be directed by the teacher and should depend on grade level, student needs, content, purpose, and type of assignment. Assignments should be appropriate to the developmental and ability levels of the students.

Homework is a tool used as an extension and reinforcement of classroom instruction. The purpose of homework is for students to practice the skills and content.

Online Records – Parent Portal

1. Parents/guardians may also access student progress information through the student/parent grade-book portal.
2. The student/parent grade-book portal displays Progress Report averages, Report Card averages, and individual assignment grades in the teacher grade book.
3. Teachers will post grades weekly, so the student parent portal helps students and parents stay informed of ongoing progress
4. Parents/guardians may contact the school for access information

Schedule for Sending Report Card Home

Generally, report cards will be sent home on Thursday after the close of the grading period.