



GRADING AND REPORTING PROCEDURES

**2025-
2026**

DICKINSON
INDEPENDENT SCHOOL DISTRICT



OUR VISION

Inclusive of all, Dickinson ISD will cultivate excellence, producing confident, collaborative, goal-driven learners who become empowered citizens in a global society.

OUR MISSION

Dickinson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

DISTRICT GOALS 2025-26

- Goal 1 DISD will provide effective teaching and learning experiences for all students that will result in continuous success.
- Goal 2 DISD will provide a physically and emotionally safe, healthy, and equitable environment.
- Goal 3 DISD will make family and community partnerships a priority.
- Goal 4 DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.
- Goal 5 DISD will provide operational services to support the success of student learning.

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GENERAL INFORMATION



GENERAL INFORMATION

Purpose of Grading Guidelines

Grades serve to monitor and assess student progress, document the level of mastery, and demonstrate what has been learned by students in a quantitative format. Providing timely feedback to students and parents via grades is essential in identifying areas of strengths and opportunities for growth.

State Curriculum

Curriculum content is prescribed by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS). Local curriculum documents are based upon the State curriculum framework and SBOE approved standards. Curriculum content is not prescribed in detail by the Texas Education Agency but provides a framework to draw upon for the development of the district's locally developed curriculum.

Instructional Programs (EHAA, EHA, EIA)

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses. Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated district objectives.

The District shall ensure that all children in the district participate actively in a balanced curriculum designed to meet individual needs. *Education Code 28.002(g)*

In grades K-5, offerings may include English language arts (reading, literature, oral language, writing, handwriting, spelling), science, mathematics, social studies, art, music, physical education/wellness, theater arts, technology applications, and to the extent possible, languages other than English (LOTE).

In grades 6-8, campuses maintain a balanced curriculum which may include English language arts, science, mathematics, social studies, fine arts, health/physical education, technology applications, and to the extent possible, languages other than English.

At the high school level, the district provides instruction in the required curriculum as specified in 19 Administrative Code 74.1. This includes English language arts, mathematics, science, social studies, physical education, fine arts, career and technical education, languages other than English, technology applications, and personal financial literacy.

Academic Achievement (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.

DISD Written Curriculum

Written curriculum is defined as those standards, goals, and objectives that students are to achieve, and teachers are to teach. It contains objectives, which are aligned to district assessments, a scope and sequence, collective commitments/best practice lessons, and aligned resources.

The written curriculum is designed to provide teachers and students with the State's expectations of what students are to learn. Teachers are required to use the district written curriculum as their primary source of instructional direction.

Instructional Materials (EFA)

District-adopted textbooks and electronic media serve as one instructional resource to meet course and curriculum objectives. Instructional materials (either print or online versions) that have been evaluated by the state are placed on a list identifying their percentage of TEKS alignment. These instructional resources are offered for purchase and selected by the district through a formal committee process (19 TAC 67.107).

Online Instructional Materials and Resources

Some instructional materials and resources are only available to students in an online format. These materials are considered to be an integral part of the instructional programs.

Instructional Practices

Instructional strategies and practices to ensure student success are based upon district philosophy and campus and teacher analysis of student needs, effective teaching practices, student learning styles, and demonstrated success through the assessment process.

Student academic achievement shall be based on the degree of mastery of the District's instructional objectives as outlined in the curriculum guides for each subject. The objectives reflect the Texas Education Agency statewide standards, the Texas Essential Knowledge and Skills (TEKS), and address the skills and concepts needed for successful performance in the current grade and in the next grade.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated TEKS. The student's mastery level shall be a major factor in determining the grade for a subject or course.

Grades should be fairly determined from a wide variety of information, which could include student performance on daily assignments/homework, tests, and/or special projects. The information used in grading should be appropriate to the grade level and subject being considered. Prior to instruction, students should be informed of the class or course expectations, and the teacher must be prepared to document and explain how grades are determined.

Curriculum Mastery

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

Official Grade Reports

The District shall issue grade reports/report cards every nine weeks electronically via Skyward. Interim progress reports shall be issued for all students after the third or fourth week of each grading period. Supplemental progress reports may be issued at the teacher's discretion. (EIA Local)

Grade Reporting Calendar for Parents: 2025-2026

GRADES PK-5

<i>1st Semester</i>		
Grading Period	Progress Report Date	Report Card Date
1 st 9 Weeks: 8/14-10/09	9/17	10/15
2 nd 9 Weeks: 10/14-12/19	11/12	1/07
<i>2nd Semester</i>		
3 rd 9 Weeks: 1/07-3/06	2/04	3/18
4 th 9 Weeks: 3/16-5/21	4/22	5/22

GRADES 6-12

<i>1st Semester</i>			
Grading Period	Progress Report Date	Progress Report Date	Report Card Date
1 st 9 Weeks: 8/14-10/09	9/10	10/01	10/15
2 nd 9 Weeks: 10/14-12/19	11/05	12/03	1/07
<i>2nd Semester</i>			
3 rd 9 Weeks: 1/07-3/06	1/28	2/18	3/18
4 th 9 Weeks: 3/16-5/21	4/08	4/29	5/22

Grade Reporting Schedule for Teachers: 2025-26

ELEMENTARY/MIDDLE SCHOOL

	Grading Window	Teacher Must Enter Grades By	Post Report Cards/ Progress Report on Skyward
PR1	8/14-9/12	9/15	9/17
NW 1/Q1	8/14-10/09	10/14	10/15
PR2	10/14-11/07	11/10	11/12
NW 2/Q2	10/14-12/19	12/19	1/07
PR3	1/07-1/30	2/02	2/04
NW 3/Q3	1/07-3/06	3/16	3/18
PR4	3/16-4/17	4/20	4/22
NW 4/Q4	3/16-5/21	5/15	5/22

JUNIOR HIGH/ HIGH SCHOOL

	Grading Window	Teacher Must Enter Grades By	Post Report Cards/ Progress Report on Skyward
PR1	8/14-9/05	9/08	9/10
PR2	8/14-9/26	9/29	10/01
NW 1/Q1	8/14-10/09	10/14	10/15
PR3	10/14-10/31	11/03	11/05
PR4	10/14-11/21	12/01	12/03
NW 2/Q2 (JR High)	10/14-12/19	12/19	1/07
NW 2/Q2 (High School)	10/14-12/19	1/05	1/07
PR5	1/07-1/23	1/26	1/28
PR6	1/07-2/13	2/16	2/18
NW 3/Q3	1/07-3/06	3/16	3/18
PR7	3/16-4/02	4/06	4/08
PR8	3/16-4/24	4/27	4/29
NW 4/Q4 (JR High)	3/16-5/21	5/15	5/22
NW 4/Q4 (High School)	3/16-5/21	5/21	5/22

Progress Reports

The purpose of the Progress Report is to inform students, parents/guardians, and campus administrators regarding progress in a subject, in conduct, or in both. The Progress Report reflects both satisfactory and unsatisfactory student progress.

- All students in grades K-5 will receive a Progress Report at the end of the fourth week of a nine-week grading period.
- All students in grades 6-12 will receive a progress report via the Skyward reporting system following the third and sixth week of a nine-week grading period.
- It is the student's responsibility to deliver the Progress Report to the parent/guardian if receiving a paper copy of the progress report.
- Parents shall be contacted by the teacher at any time the student is in danger of failing or if there is a significant decrease in grades and if the grade drops below a 70.
- If a student is required by the campus to return signed progress reports, teachers will telephone or email parents/guardians when a Progress Report is not returned with a parent/guardian signature or when immediate notification of possible failure is required.
- Teachers are required to maintain a telephone or electronic log of contacts and attempted contacts with parents/guardians. Logs will be submitted to campus principals upon request.

New Student Transfer Grades

When students transfer into the District during a grading period, the grades received from the sending school for the same or similar course will be calculated with the current course grades to compute the Report Card grade.

STANDARDS-BASED GRADING (KINDER - GR 2)

Students transferring into the district's standards-based grading system from a traditional letter/numerical grading system will receive grades after initial Tier I instruction has been provided to the student. Transfer students will receive grades upon completion of one grading period and based on essential learning targets determined by Dickinson ISD.

Online Gradebook Access

Parents/guardians may access student information through the electronic gradebook available in Skyward Family and Student Access (www.dickinsonisd.org). The electronic gradebook will provide number grades and the assignments that make up that grade, missing assignments, and any comments entered by teachers from the last grading cycle. Parents/guardians should contact the school regarding access information.

Lesson Plans

All DISD teachers are required to prepare weekly lesson plans. The purpose of a lesson plan is to provide an electronic document outlining content objectives, language objectives, and activities for instruction. Lesson plans will include the TEKS, learning targets, student outcomes, instructional activities, resources/materials, and other appropriate information.

Lesson plans must be monitored by each campus principal.

Academic Dishonesty

Academic integrity is a fundamental value of teaching, learning, and scholarship. DISD has the primary responsibility for protecting and promoting the highest standards of academic integrity. Both students and faculty will thrive in an atmosphere where academic work is challenging, relevant and fair.

Academic dishonesty as defined in the Dickinson ISD Policy (EIA)

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

Behaviors defined as cheating include, but are not limited to:

- Giving or receiving information, looking at someone else's work, or allowing someone else to see one's work during an exam, test, or quiz.
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key.
- Use of unauthorized resources such as notes, cell phones, or other electronic devices during an exam.
- Taking an exam, producing a project, paper, or assignment for another student or asking someone to take an exam or produce a project, paper or assignment for an individual.
- Copying work assigned to be done independently or letting others copy one's work.

Behaviors defined as plagiarism include, but are not limited to:

- Any misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, electronic media, and other similar works.
- Paraphrasing another's work as one's own without proper citation also constitutes plagiarism.

Academic Honor Roll (3-8)

A student must have a 90 or higher in all subjects graded numerically each nine weeks to be placed on the all-A Honor Roll. AB Honor Roll requires students to earn only As and Bs in any academic subject each nine-weeks. Conduct grades do not affect a student's placement on the honor roll.

In determining the Honor Roll awards for the end of the year, grades for each nine-weeks are used—not the yearly averages. For example, a student who receives a certificate for the All A Honor Roll for the year must have all A's each nine weeks grading period.

Credit by Exam for Acceleration without Prior Instruction

Grade Acceleration

Exams for acceleration are offered four times per year for students enrolled in DISD on an advertised schedule. Application should be made through the school counselor. Application deadlines for exam sessions are listed on the registration form. No other Exams for Acceleration are offered during the school year. Student placement in a new grade level will only occur at the start of a school year. Once a student has begun a grade level or course, the student is no longer eligible to take the corresponding Exam for Acceleration.

Kindergarten Acceleration

State law requires that students be five years old by September 1st for entry into Kindergarten. Consequently, DISD Board Policy does not provide for early admittance to Kindergarten. A five-year old student who attends private Kindergarten may take the first grade Exams for Acceleration the following year. A student must be enrolled in Dickinson ISD in order to participate in the Kindergarten Exams for Acceleration during the summer. There will be only one Kindergarten Exam for Acceleration administration each year, and it will take place in June. Students will take four exams: English Language Arts, mathematics, science, and social studies. Per DISD Board Policy EHDC(LOCAL) a student must receive a score of 90% or higher on all four exams in order to be accelerated to first grade. Other requirements outlined in EHDC(LOCAL) also apply.

Acceleration for Grades 1 through 8

Students will take four exams: English Language Arts, mathematics, science, and social studies. Students must receive a score of 80% or higher on **all** four exams in order to be accelerated to the next grade level. Students in grades 1 – 5 must have a recommendation from a school district representative to be accelerated.
[EHDC(LEGAL)]

High School Course Acceleration (Courses with No Prior Instruction)

Students must take an exam for each semester of an academic course for which they are attempting to earn credit. The student must earn at least an 80% on both semester exams to receive credit for the course. If a student is given credit in a subject on the basis of an exam in which the student scored an 80% or higher, then the exam score will be entered on the student's transcript. The exam score will not be computed in class rank. For more information on Credit by Exam and the registration form, see the DISD website – www.dickinsonisd.org and policy EHDC(Local).

Credit by Exam for Credit Recovery

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

The school counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject. The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an exam. For further information, see the school counselor and policy EHDB(LOCAL).

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading/Language Arts, annually in grades 3–8
- Science in grades 5 and 8

- Social Studies in grade 8

Parents of a student at any grade level at or above grade 3 who does not perform satisfactorily on his or her state-mandated exams must be notified that their child will participate in accelerated instruction designed to improve performance.

High School Courses—End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules. There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. 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 admission to a public four-year college or university in Texas. The school will review personal graduation plan options with each student entering grade 9 and his or her parent/guardian. Before the end of grade 9, a student and his or her parent/guardian will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement. For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

ELEMENTARY/MIDDLE SCHOOL PREKINDERGARTEN - GRADE 5



ELEMENTARY/MIDDLE SCHOOL: PREKINDERGARTEN – GRADE 5

Grading Roles and Responsibilities (PK-Grade 5)

Student

- Complete assigned work on time and return it to the teacher.
- Plan to schedule time to work on long-term assignments so assignments will be completed on time.
- Initiate communication with the teacher when not understanding the assignment or if experiencing difficulty.
- Complete all assignments within the time limits given by the teacher or be subject to appropriate late work guidelines.
- Evaluate own work for accuracy and seek clarification as needed from the teacher.
- Maintain academic integrity and honesty. Academic dishonesty may result in behavioral and academic consequences (See Academic Dishonesty).

Parent/Guardian

- Establish a specific time, place, and manner for unfinished classwork to be completed.
- Provide the supplies and materials necessary to complete unfinished classwork.
- Monitor as needed, but do not do, unfinished classwork for the student.
- Assist student in planning a time schedule for long-term assignments.
- Initiate direct communication with the teacher when academic or grade concerns arise.

Campus

- Each campus and/or department will adhere to the late work guidelines as established within this manual.
- Campuses will adhere to the district assessment calendar.
- Teachers shall not be directed to alter grades by administrators and or committees such as ARD Committees, 504 committees, LPACs, and Rtl committees. Exceptions to this would be a calculation error, the district grading policy was not followed, or failure to provide established accommodations and or modifications.

Grade Level Teams

- Teacher teams within a grade level will confer in the development of lesson plans.
- Team assessments will be developed if a district-developed test is not administered.

Teacher

- Teachers are required to provide the daily content and language objectives and activities for each class. They should be given verbally and written and posted in the classroom to provide visual information.
- All records of grades and assessments become a part of the confidential record for the assessment of student performance.
- Teachers will inform students of content covered on all major assessments.
- Teachers must follow the DISD Grading and Reporting Procedures and ask for clarification from campus administration or department chairs as needed.
- Teachers will provide students with a rubric for long-term projects/alternative assessments.

Teacher Records/Gradebook

Grade records are an important record-keeping tool. Accurate record keeping is essential and all teachers will maintain the District electronic gradebook.

- Grades recorded in a gradebook are documentation of a student's progress and mastery of the TEKS and curriculum objectives.
- Grades recorded in a gradebook represent a confidential record for assessment of student performance.
- The set of grades indicated in the gradebook shall be the complete set from which the student's average is determined.
- The electronic gradebook must adhere to the calculations outlined in the DISD Grading and Reporting Guidelines.
- Only the teacher of record (or principal designee) will enter grades in the gradebook.
- Teachers will input a minimum of 1 numerical grade per student per course on a weekly basis into the district's electronic gradebook.

Parent/Guardian – Communication

- A combination of report cards, progress reports and parent contacts are used to inform parents of their child's progress in schools.
- Teachers will provide an overview of the grade level expectations at the beginning of the school year.
- Parents are encouraged to set up automated grade alerts in the District's grade management system, Skyward.
- Teachers will communicate on a regular basis with parents concerning students' academic progress, late work, and missing assignments. Additionally, teachers at all grade levels must inform parents when a student's academic progress becomes unsatisfactory.

Standards for Mastery

Mastery shall be determined as follows:

- Course assignments shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- 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 exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required. EIE(LOCAL)

Grading for Pre-Kindergarten

Pre-K students will receive a skills report using a prekindergarten progress monitoring instrument at beginning, middle, and end of year.

Grading for Kindergarten - Grade 2

In kindergarten through grade 2, students will receive a report card at the end of each nine weeks. Skills on the report card will be evaluated using the following scale: 0 – Does Not Meet grade level expectations, 1 – Approaches grade level expectations, 2 – Meets grade level expectations, and 3 – Masters grade level expectations.

In kindergarten through grade 2, students shall be evaluated on a list of standards based on the Texas Essential Knowledge and Skills (TEKS). Promotion shall be based on significant mastery of skills, as determined by the student's teacher. A campus committee composed of the principal, the assistant principal, the student's teacher, and the student's parent shall review relevant student information and shall make a decision regarding promotion for each student considered for retention.

Grading for Grades 3-5 (Promotion)

In grades 3–5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and meeting a grade of 70 or above in reading language arts, mathematics, and either science or social studies. EIE(LOCAL)

Required Attendance

In accordance with state law, a student may not earn credit or receive a grade for a class unless the student is in attendance for at least 90% of the days the class is offered.

Numerical Scores and Letter Grades (Grades 3-5)

The following table relates the numerical scores, and letter grades used to report Reading Language Arts, Mathematics, Science, and Social Studies:

Numeric Average	Letter Grade	Description
90-100	A	Excellent Progress
80-89	B	Good Progress
75-79	C	Fair Progress
70-74	D	Marginal Progress
69 and below	F	Failing

Assignment/Assessment Grades (Grades 3-5)

- All grades entered in the gradebook must reflect assessment of mastery of the TEKS.
- All assignments must have a descriptive title and reference to the standard(s) being assessed.
- All grades will be weighted equally.
- Assignments may include class work, science labs, journals, reading responses, minor projects, notes, quizzes/common formative assessments, common summative assessments (unit), projects, research papers, extended labs, presentations, performances, nine weeks' tests and other similar assignments. (Short quizzes do not have to be scheduled in advance.)
- Teachers are required to record a minimum of one (1) grade per week for each course/subject. Collaborative teacher teams will determine which assignments will be graded.
- The above represents the minimum requirements, and teachers may provide additional assessments and assignments at their discretion in order to allow multiple opportunities for students to demonstrate mastery of the TEKS.
- No one grade shall count for more than 20% of the nine-week average.
- Students shall have the opportunity to review all graded work. Daily work and quizzes should

be returned within two to four scheduled class days.

- Assessments created with copyrighted materials will be reviewed in class but will not be returned for students to keep. Parents may request a review of the assessment at the school.
- Major projects and assessments with written compositions should be reviewed and returned on a timely basis. Timely is determined by the length and complexity of the assignment and the number of students for whom a grade will be assigned.
- For any rubric-based grades, the rubric must be provided in advance.
- Collaborative work shall result in individual grades for individual work or may result in a group grade depending upon the rubric assignment. Students shall be given the option to produce work individually for projects or products.

Final Grade Reported

- The teacher of record will determine and enter the grades in the gradebook.
- The actual grade earned on any assignment may exceed 100%; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.
- When reporting and recording any failing grade below a 50 for the final grade on the Report Card, teachers must provide documentation of the required actions taken utilizing the "Student Summary and Progress Supporting Final Grades Below a '50' Form". This form is placed in the student's cumulative file by the campus administrator (see Appendix A).

Transfer Students

Grade averages for any student transferring to Dickinson ISD will be used in place of assignments, quizzes, and major grades that the student has missed during the current grading period. Students will be permitted to submit alternate assignments, quizzes, and major grades for any transferred grade. Teachers will use the grade that most benefits the student.

Students transferring into the District shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

A+	98		B+ 88		C+	78		D	70
A	95		B 85		C	75		F	65
A-	92		B- 82		C-	72			

Students transferring into the District with a letter grade of P (Pass) or F (Fail) shall be credited in conformity with the District course descriptions. *EIC (LOCAL)*

Students in grades 3-5 whose transfer grades are standards-based will be evaluated holistically on a case-by-case basis.

Transfer Students Who Have Not Been Previously Enrolled in a School for the Current School Year

- Students will be assessed for their demonstration of mastery of course content utilizing district/campus developed assessments which cover previously taught content.
- Teachers may assign additional assignments that are relevant in preparing students for the assessment.
- Students entering DISD without transfer grades and after 25% of the semester has passed, will audit courses.

Physical Education, Art, Music, Technology, and Character Education

The table below shows the letter grade used to report Physical Education, Art, and Music:

E	Excellent
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Conduct

The student is assessed on conduct documented by each teacher. The conduct grade indicates how well the student is performing in classroom citizenship. If the student's conduct grade falls below satisfactory, the parent must be contacted. Conduct grades may affect eligibility for participation in school activities; poor conduct interferes with a student's ability to learn in class. The following letter system is used to report student conduct:

Grade	Description
E Excellent	The student displays an excellent attitude, excellent work habits and overall conduct is cooperative. The student consistently observes classroom/school rules and regulations.
S Satisfactory	The student displays a good attitude, good work habits and overall conduct is cooperative. The student generally observes classroom/school rules and regulations.
N Needs Improvement	The student displays a fair attitude and needs improvement in work habits. At times, conduct is uncooperative, and class is disrupted. The student does not observe classroom/school rules and regulations.
U Unsatisfactory	The student displays a poor attitude and is consistently uncooperative. The student disrupts class and shows little respect for classroom and school rules and regulations.

Homework

Homework is work assigned by a teacher to be completed in its entirety outside of the classroom. Unfinished classwork is not considered homework. Homework is **not** counted for a grade. Students are encouraged to read 15-20 minutes each night. Teachers can provide additional resources upon request.

Reteaching and Reassess for Mastery

Dickinson Independent School District provides a well-balanced curriculum on the state prescribed Texas Essential Knowledge and Skills (TEKS). Students will have the opportunity to master the knowledge, skills, and competencies established by the district curriculum and the state standards.

DISD will utilize ongoing mastery assessments to determine which students are in need of intervention or acceleration. Formative/summative assessments and teacher observations will be utilized to determine which students are not mastering instructional objectives and are in need of extra support.

Intervention is responding to a learning problem right away using a new method. As a general rule, when students do not understand, teachers do one of three things:

- If it is a large portion of the class, the content will be explained again in a different way.
- If it is only a few students, individual or small group instruction will be provided.
- If a student still does not understand after receiving extra help, additional small group instruction and/or tutorial time will be recommended and provided.

Reteaching strategies to address both misunderstanding and partial understanding include, but are not limited to: error analysis, descriptive feedback on original task/assessment, student examples of expectations, modeling, think aloud, new tasks assigned by teacher, manipulatives, presenting the information again in a different way, review sessions, graphic organizers, small-group instruction, practice activities, computer tutorials/programs, peer tutoring, breaking down concept into smaller components, games and hands-on activities, and cooperative learning.

- If 25% or more of the students in a teacher's class do not demonstrate mastery of the TEKS on a classroom test, the teacher will provide reteaching and reassessment for students who did not pass. This requirement does not apply to nine weeks or semester exams.
- Students with three or more zeros on assignments over the assessed material may be excluded from the calculation of the 25%. Extenuating circumstances may be taken into consideration.
- In the event of unusual circumstances, an individual student may ask for the opportunity for reteaching and retesting. This request will be evaluated by a committee comprised of the teacher, the department chair, and the content area assistant principal. In case of disputes, the final decision rests with the campus principal. The request for a retesting opportunity shall be made within one (1) week after the test has been returned.

Late Work

Students are expected to submit all assignments by the date and time established by the classroom teacher. Any work not turned in by due date will be recorded as a zero until work is turned in. There will be no penalty for late work. Late work will be accepted until the end of the grading period.

Make-Up Work

In order to provide the total assessment “picture” of a student’s academic progress for a course, any student missing classroom instruction shall be given the opportunity to make up the missing assigned work. The assignment will be recorded as a zero until make-up work is turned in. This will ensure instructional continuity and place importance upon consistent attendance and daily study. Students shall be permitted to make up assignments and tests following any absence.

Make-Up Work Guidelines

- In extenuating circumstances such as a catastrophic illness or injury where the student has missed a large quantity of class time or work, the time may be extended for completing the assignments.
- In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work (UIL requirement).
- Make-up work is available to all students following any absence. Students are responsible for asking teachers for the make-up work upon returning to class. Students shall receive credit for satisfactory make-up work after an absence but may receive a zero for any test not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines.
- Exceptions may be granted by the campus administration in extenuating circumstances.
- The number of class days allowed for make-up work to be completed for full credit will be day for day upon return to school. Extra time may be given at the teacher’s discretion.
- A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
- Teachers may assign additional work to ensure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work.

JUNIOR HIGH SCHOOL GRADES 6 - 8



JUNIOR HIGH SCHOOL: GRADES 6 - 8

Grading Roles and Responsibilities – Grades 6-8

Student

- Complete assigned work on time and return it to the teacher.
- Plan to schedule time to work on long-term assignments so assignments will be completed on time.
- Initiate communication with the teacher when not understanding the assignment or if experiencing difficulty.
- Complete all assignments within the time limits given by the teacher or be subject to appropriate late work guidelines.
- Evaluate own work for accuracy and seek clarification as needed from the teacher.
- Maintain academic integrity and honesty. Academic dishonesty may result in behavioral and academic consequences (See Academic Dishonesty).
- Students in grades 7-8 participating in extracurricular activities must meet UIL grade eligibility requirements for participation.

Parent/Guardian

- Establish a specific time, place, and manner for homework to be completed.
- Provide the supplies and materials necessary to complete homework.
- Monitor as needed, but do not do homework for the student.
- Assist student in planning a time schedule for long-term assignments.
- Initiate direct communication with the teacher when academic or grade concerns arise.

Campus

- Each campus and/or department will adhere to the late work guidelines as established within this manual.
- Campuses will adhere to the district assessment calendar.
- Teachers shall not be directed to alter grades by administrators and or committees such as ARD Committees, 504 committees, LPACs, and RtI committees. Exceptions to this would be a calculation error, the district grading policy was not followed, or failure to provide established accommodations and or modifications.

Department

- Teachers within a department will confer in the development of lesson plans.
- Departmental assessments will be developed if a district-developed test is not administered.

Teacher

- Teachers are required to provide the daily content and language objectives and activities for each class. They should be given verbally and written and posted in the classroom to provide visual information. Students will have the opportunity to copy homework assignments in planners.
- All records of grades and assessments become a part of the confidential record for the assessment of student performance.
- Teachers will inform students of content covered on all major assessments.
- Teachers must follow the DISD Grading and Reporting Procedures and ask for clarification from campus administration or department chairs as needed.
- Teachers will provide students with a rubric for long-term projects/alternative assessments.

Teacher Records/Gradebook

Grade records are an important record-keeping tool. Accurate record keeping is essential and all teachers will maintain the District electronic gradebook.

- Grades recorded in a gradebook are documentation of a student's progress and mastery of the TEKS and curriculum objectives.
- Grades recorded in a gradebook represent a confidential record for assessment of student performance.
- The set of grades indicated in the gradebook shall be the complete set from which the student's average is determined.
- The electronic gradebook must adhere to the calculations outlined in the DISD Grading and Reporting Guidelines.
- Only the teacher of record (or principal designee) will enter grades in the gradebook.
- Teachers will input a minimum of 1 numerical grade per student per course on a weekly basis into the district's electronic gradebook.

Parent/Guardian – Communication

- A combination of report cards, progress reports, and parent contacts will be used to inform parents of their child's progress in schools.
- Teachers will provide an overview of the grade level expectations at the beginning of the school year.
- Parents are encouraged to set up automated grade alerts in the District's grade management system, Skyward.
- Teachers will communicate on a regular basis with parents concerning students' academic progress, late work, and missing assignments. Additionally, teachers at all grade levels must inform parents when a student's academic progress becomes unsatisfactory.

Course Syllabus

All secondary teachers are required to prepare, post, and distribute a course syllabus for students during the first two weeks of the course and/or semester. The purpose of the course syllabus is to provide information, guidelines, and an overview of a teacher's requirements for successful completion of a course. The syllabus may be defined as the scope and sequence of a course's major projects and themes. It may be prepared by semester or full-year requirements. The syllabus is designed to give students and parents/guardians an overview of the course's major themes and course projects. Each teacher may develop his/her own format of a course syllabus, but the following elements must be included:

- Teacher name
- Course title
- Conference time
- School/Teacher phone number
- Outline or scope and sequence of major course units, themes, or projects
- General method of assessment and grade calculation in compliance with DISD Grading and Reporting Procedures
- Homework expectations

A copy of the course syllabus must be submitted to the campus principal at the beginning of each year.

Standards for Mastery

Mastery shall be determined as follows:

- Course assignments shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- 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 exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

EIE(LOCAL)

Grading for Grades 6-8 (Promotion)

In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and meeting a grade of 70 or above in reading language arts, mathematics, and either science or social studies. EIE(LOCAL)

Required Attendance

In accordance with state law, a student may not earn credit for a class unless the student is in attendance for at least 90% of the days the class is offered.

Homework

Homework is work assigned by a teacher to be completed in its entirety outside of the classroom. Unfinished classwork is not considered homework. Homework provides opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework should be considered extended learning opportunities for students to demonstrate mastery of concepts taught.

In order to ensure that homework practices are efficient and effective, homework for an average student should reflect the following:

- Not to exceed 2 hours per week for students in sixth through eighth grade, not including unfinished classwork
- Never to be a disciplinary measure
- To be used to enrich and strengthen classroom experiences

Exceptions may apply for special projects and advanced academics.

Grading Homework

Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner. Peer grading is appropriate for revising and editing work.

Calculation of Nine-week Averages

Numerical Scores and Letter Grades (Grades 6-8)

The following table relates the numerical scores and letter grades in grades 6-8 that are used to report Reading Language Arts, Mathematics, Science, and Social Studies:

Numeric Average	Letter Grade	Description
90-100	A	Excellent Progress
80-89	B	Good Progress
75-79	C	Fair Progress
70-74	D	Marginal Progress
69 and below	F	Failing

Assignment/Assessment Grades (Grades 6-8)

- All grades entered in the gradebook must reflect assessment of mastery of the TEKS.
- All assignments must have a descriptive title and reference to the standard(s) being assessed. • All grades will be weighted equally.
 - Assignments may include: class work, science labs, journals, reading responses, minor projects, notes, quizzes/common formative assessments, common summative assessments (unit), projects, research papers, extended labs, presentations, performances, nine weeks' tests and other similar assignments. (Short quizzes do not have to be scheduled in advance.)
 - Teachers are required to record a minimum of one (1) grade per week for each course/subject. Collaborative teacher teams will determine which assignments will be graded.
 - Junior High students taking high school credit courses will be held to the same grading standards as high school students.
 - The above represents the minimum requirements, and teachers may provide additional assessments and assignments at their discretion in order to allow multiple opportunities for students to demonstrate mastery of the TEKS.
- No one grade shall count for more than 20% of the nine-week average.
 - Students shall have the opportunity to review all graded work. Daily work and quizzes should be returned within two to four scheduled class days.
 - Assessments created with copyrighted materials will be reviewed in class but will not be returned for students to keep. Parents may request a review of the assessment at the school.
 - Major projects and assessments with written compositions should be reviewed and returned on a timely basis. Timely is determined by the length and complexity of the assignment and the number of students for whom a grade will be assigned.
- Assessment rubrics must be provided in advance for all collaborative work assignments.
 - Collaborative work shall result in individual grades for individual work or may result in a group grade depending upon the assignment. Students shall be given the option to produce work individually for projects or products.

Semester Exams (High School Credit Courses)

- Junior High students taking high school credit courses will be held to the same semester exam requirements as high school students.

Incomplete Grades

- A student enrolled in a high school course receiving a zero for a missed semester exam will have the opportunity to make-up the semester exam following the schedule established by the campus.
- In unusual cases, where the student has missed a large quantity of class time or work, the time may be extended for completing the assignments.
- In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work (UIL requirement).

Final Grade Reported

- The teacher of record will determine and enter the grades in the gradebook.
- The actual grade earned on any assignment may exceed 100%; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.
- When reporting and recording any failing grade below a 60 for the final grade on the Report Card, teachers must provide documentation of the required actions taken utilizing the "Student Summary and Progress Supporting Final Grades Below a '60' Form". This form is placed in the student's cumulative file by the campus administrator (see Appendix A).

Transfer Students

Grade averages for any student transferring to Dickinson ISD will be used in place of assignments, quizzes, and major grades that the student has missed during the current grading period. Students will be permitted to submit alternate assignments, quizzes, and major grades for any transferred grade. Teachers will use the grade that most benefits the student. Students transferring into the District shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

A+	98		B+ 88		C+	78		D	70
A	95		B 85		C	75		F	65
A-	92		B- 82		C-	72			

Students transferring into the District with a letter grade of P (Pass) or F (Fail) shall be credited in conformity with the District course descriptions; however, no grade points shall be given for letter grades of P or F. *EIC (LOCAL)*

Transfer Students Who Have Not Been Previously Enrolled in a School for the Current School Year

- Students will be assessed for their demonstration of mastery of course content utilizing district/campus developed assessments which cover previously taught content.
- Teachers may assign additional assignments that are relevant in preparing students for the assessment.
- Students entering DISD without transfer grades and after 25% of the semester has passed, will audit courses.

Conduct

The student is assessed on conduct by each teacher. The conduct grade indicates how well the student is performing in classroom citizenship. Conduct grades may affect eligibility for participation in school activities; poor conduct interferes with a student's ability to learn in class. The following letter system is used to report student conduct:

Grade	Description
E Excellent	The student displays an excellent attitude, excellent work habits and overall conduct is cooperative. The student consistently observes classroom/school rules and regulations.
S Satisfactory	The student displays a good attitude, good work habits and overall conduct is cooperative. The student generally observes classroom/school rules and regulations.
N Needs Improvement	The student displays a fair attitude and needs improvement in work habits. At times, conduct is uncooperative, and class is disrupted. The student does not observe classroom/school rules and regulations.
U Unsatisfactory	The student displays a poor attitude and is consistently uncooperative. The student disrupts class and shows little respect for classroom and school rules and regulations.

Calculation of Semester Average

All secondary courses will calculate and report a semester average. Calculated averages reported on progress reports or report cards may not exceed 100%. Grades recorded in a gradebook represent a confidential record for assessment of student performance.

Grades 6-8

1st Semester Grade

The semester average is determined using the nine-week averages.

1st Nine-Week Average	50%
2nd Nine-Week Average	50%

2nd Semester Grade

The semester average is determined using the nine-week averages.

3rd Nine-Week Average	50%
4th Nine-Week Average	50%

High School Credit Courses

1st Semester Grade

The semester average is determined using the nine-week averages and the semester/final exam.

1st Nine-Week Average	45%
2nd Nine-Week Average	45%
Semester Exam	10%

2nd Semester Grade

The semester average is determined using the nine-week averages and the final exam.	
3rd Nine-Week Average	45%
4th Nine-Week Average	45%
Semester Exam	10%

Reteaching and Reassess for Mastery

Dickinson Independent School District provides a well-balanced curriculum on the state prescribed Texas Essential Knowledge and Skills (TEKS). Students will have the opportunity to master the knowledge, skills, and competencies established by the district curriculum and the state standards.

DISD will utilize ongoing mastery assessments to determine which students are in need of intervention or acceleration. Formative/summative assessments and teacher observations will be utilized to determine which students are not mastering instructional objectives and are in need of extra support.

Intervention is responding to a learning problem right away using a new method. As a general rule, when students do not understand, teachers do one of three things:

- If it is a large portion of the class, the content will be explained again in a different way.
- If it is only a few students, individual or small group instruction will be provided.
- If a student still does not understand after receiving extra help, additional small group instruction and/or tutorial time will be recommended and provided.

Reteaching strategies to address both misunderstanding and partial understanding include, but are not limited to: error analysis, descriptive feedback on original task/assessment, student examples of expectations, modeling, think aloud, new tasks assigned by teacher, manipulatives, presenting the information again in a different way, review sessions, graphic organizers, small-group instruction, practice activities, computer tutorials/programs, peer tutoring, breaking down concept into smaller components, games and hands-on activities, and cooperative learning.

- If 25% or more of the students in a teacher's class do not demonstrate mastery of the TEKS on a classroom test, the teacher will provide reteaching and reassessment for students who did not pass. This requirement does not apply to nine weeks or semester exams.
- In the event of unusual circumstances, an individual student may ask for the opportunity for reteaching and retesting. This request will be evaluated by a committee comprised of the teacher, the department chair, and the content area assistant principal. In case of disputes, the final decision rests with the campus principal. The request for a retesting opportunity shall be made within one (1) week after the test has been returned.

Late Work

Students are expected to submit all assignments by the date and time established by the classroom teacher. Any work not turned in by due date will be recorded as a zero until work is turned in. There will be no penalty for late work. Late work will be accepted until the end of the grading period.

Make-Up Work

In order to provide the total assessment “picture” of a student’s academic progress for a course, any student missing classroom instruction shall be given the opportunity to make up the missing assigned work. The assignment will be recorded as a zero until make-up work is turned in. This will ensure instructional continuity and place importance upon consistent attendance and daily study. Students shall be permitted to make up assignments and tests following any absence.

Make-Up Work Guidelines

- In extenuating circumstances such as a catastrophic illness or injury where the student has missed a large quantity of class time or work, the time may be extended for completing the assignments.
- In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work (UIL requirement).
- Make-up work is available to all students following any absence. Students are responsible for asking teachers for the make-up work upon returning to class. Students shall receive credit for satisfactory make-up work after an absence but may receive a zero for any test not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines.
- Exceptions may be granted by the campus administration in extenuating circumstances.
- The number of class days allowed for make-up work to be completed for full credit will be day for day upon return to school. Extra time may be given at the teacher’s discretion.
- A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
- Teachers may assign additional work to ensure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work.

Grade Averaging to Receive High School Credit

Grade averaging will be utilized for year-long courses if the grade is at least a 60 for either semester. The other semester must have a grade higher than a 70 that averages with the failing semester grade to achieve a final grade of 70. Courses must be taken during the same school year. **Courses taken in summer school or credit recovery are not considered for grade averaging. The failed semester is not counted for NCAA.**

Extracurricular Activities and University Interscholastic League (UIL) Eligibility

Per Policy EIA (Local), grades shall not be increased or reduced for participation or lack of participation in any extracurricular activity. Teachers, coaches, directors, and sponsors should refer to Texas Education Code §76.1 for definition of extracurricular activities. Sponsors of extracurricular clubs and groups are responsible for ensuring that participating students are eligible through confirmation of grades.

Dickinson ISD Eligibility Calendar

DISD publishes an official eligibility calendar annually. See Appendix C of this document, the campus extracurricular sponsor, or www.dickinsonisd.org. This calendar is strictly adhered to, and it is recommended that you maintain a copy for your reference.

Official Eligibility Grade Check Date

This is the established calendar date for the official grade check.

Gain/Lose Dates

Students will gain eligibility if they are passing in ALL classes or lose eligibility if they fail ANY class.

Gain Only Dates

Ineligible students have the opportunity to regain eligibility if they are passing ALL classes, not just the ones they were failing.

Grade Period Dates

This is the effective date that students regain or lose eligibility at the end of the school day. It is seven calendar days after the official eligibility check.

Advanced Class Waivers

Dickinson ISD values academic rigor in student coursework and upholds high standards in regard to grade exemptions in Advanced level course work. Students who participate in an advanced course (AP, Dual Credit, or Honors) may apply for a waiver if they fail an advanced course with a 60 or higher for each UIL grading period. In order to apply for a waiver for UIL participation, a waiver application must be filled out completely. The waiver application is available from the coach/sponsor or in Appendix C of this document. The form must be turned in within the 7-day grace period to the UIL administrator. The following rules must be noted:

- An application is a request. The UIL administrator will **CONSIDER** the waiver; it is not a guaranteed waiver.
- Only Dual Credit, Honors, and AP classes are eligible for a waiver.
- On-level courses do not qualify for a waiver.
- The grade under consideration must be a **60** or higher.
- In order to be considered for a waiver, a student must be present 96% of the days in which school was in session during the grading period in which the waiver is requested. Consideration will be given to extenuating circumstances.
- **If a waiver is awarded for any nine weeks grading period (NW1, NW2, and NW3), the student must earn a passing grade of at least 70 by the three-week grade check immediately following the nine-week grading period in ALL classes in order to maintain eligibility.**

University Interscholastic League (UIL) Eligibility

(Refer to UIL website <http://www.utexas.edu/admin/uil/admin/side/acad.html>)

- A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any academic class or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility when the principal and teachers determine that he/she has: (1) earned a passing grade (70 or above) in all academic classes, other than those that are advanced, and (2) completed the three school weeks of ineligibility.
- All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of each six-week grading period. Students who pass remain eligible until the end of the next grading period.

All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three school week evaluation periods for ineligible students.

HIGH SCHOOL GRADES 9 - 12



HIGH SCHOOL: GRADES 9 - 12

Grading Roles and Responsibilities – Grades 9-12

Student

- Complete assigned work on time and return it to the teacher.
- Plan to schedule time to work on long-term assignments so assignments will be completed on time.
- Initiate communication with the teacher when not understanding the assignment or if experiencing difficulty.
- Complete all assignments within the time limits given by the teacher or be subject to appropriate late work guidelines. Evaluate own work for accuracy and seek clarification as needed from the teacher.
- Maintain academic integrity and honesty. Academic dishonesty may result in behavioral and academic consequences (See Academic Dishonesty).
- Students in grades 9-12 participating in extracurricular activities must meet UIL grade eligibility requirements for participation.

Parent/Guardian

- Establish a specific time, place, and manner for homework to be completed.
- Provide the supplies and materials necessary to complete homework.
- Monitor as needed, but do not do homework for the student.
- Assist student in planning a time schedule for long-term assignments.
- Initiate direct communication with the teacher when academic or grade concerns arise.
- Parents should set up automated grade alerts in the District's grade management system, Skyward.

Campus

- Each campus and/or department will adhere to the late work guidelines as established within this manual.
- Campuses will adhere to the district assessment calendar.
- Teachers shall not be directed to alter grades by administrators and or committees such as ARD Committees, 504 committees, LPACs, and RtI committees. Exceptions to this would be a calculation error, the district grading policy was not followed, or failure to provide established accommodations and or modifications.

Department

- Teachers within a department will confer in the development of lesson plans.
- Departmental assessments will be developed if a district-developed test is not administered.

Teacher

- Teachers are required to provide the daily content and language objectives and activities for each class. They should be given verbally and written and posted in the classroom to provide visual information. Students will have the opportunity to copy homework assignments in planners.
- All records of grades and assessments become a part of the confidential record for the assessment of student performance.
- Teachers will inform students of content covered on all major assessments.
- Teachers must follow the DISD Grading and Reporting Procedures and ask for clarification from campus

administration or department chairs as needed.

- Teachers will provide students with a rubric for long-term projects, essays, and alternative assessments.

Teacher Records/Gradebook

Grade records are an important record-keeping tool. Accurate record keeping is essential and all teachers will maintain the District electronic gradebook.

- Grades recorded in a gradebook are documentation of a student's progress and mastery of the TEKS and curriculum objectives.
- Grades recorded in a gradebook represent a confidential record for assessment of student performance.
- The set of grades indicated in the gradebook shall be the complete set from which the student's average is determined.
- The electronic gradebook must adhere to the calculations outlined in the DISD Grading and Reporting Guidelines.
- Only the teacher of record (or principal designee) will enter grades in the gradebook.
- Teachers will input a minimum of 1 numerical grade per student per course on a weekly basis into the district's electronic gradebook.
- Teachers will utilize Skyward to send biweekly, automated progress reports to parents.

Teacher Communication with Parent/Guardian

- A combination of report cards, progress reports, and parent contacts will be used to inform parents of their child's progress in schools.
- Teachers will provide an overview of the grade level expectations at the beginning of the school year.
- Teachers are required to communicate with parents when a student is failing their course. This communication can be by phone or email. Emails notifying parents of failures must have evidence that the parent has received the email via parent response or read receipt.
- Contact your administrator for assistance, if you are unable to make successful parent contact.
- Teachers will document this communication in their teacher call log in Skyward.

Course Syllabus

All secondary teachers are required to prepare, post, and distribute a course syllabus for students during the first two weeks of the course and/or semester. The purpose of the course syllabus is to provide information, guidelines, and an overview of a teacher's requirements for successful completion of a course. The syllabus may be defined as the scope and sequence of a course's major projects and themes. It may be prepared by semester or full-year requirements. The syllabus is designed to give students and parents/guardians an overview of the course's major themes and course projects. Each teacher may develop his/her own format of a course syllabus, but the following elements must be included:

- Teacher name
- Course title
- Conference time
- School/Teacher phone number
- Outline or scope and sequence of major course units, themes, or projects
- General method of assessment and grade calculation in compliance with DISD Grading and Reporting Procedures
- Homework expectations

A copy of the course syllabus must be submitted to the campus principal at the beginning of each year.

Standards for Mastery

Mastery shall be determined as follows:

- Course assignments shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- 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 exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

EIE(LOCAL)

Required Attendance

In accordance with state law, a student may not earn credit for a class unless the student is in attendance for at least 90% of the days the class is offered.

High School students may have two college visit days their junior year and two their senior year. It is recommended that students obtain prior approval from their grade level counselor/administrator. A letter from the college or university verifying the visit must be submitted to the attendance office upon return.

Homework

Homework provides opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework should be considered extended learning opportunities for students to demonstrate mastery of concepts taught. Homework is a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their student's educational progress.

In order to ensure that homework practices are efficient and effective, homework for an average student should reflect the following:

- Not to exceed a combined 10 hours per week for high school students
- Never to be a disciplinary measure
- To be used to enrich and strengthen classroom experiences

Exceptions may apply for special projects and advanced academics. If a student chooses to participate in AP, Honors, or Dual Credit classes, additional homework time may be required.

Grading Homework

Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner. Peer grading is appropriate for revising and editing work.

Grading Categories and Grade Weights (Grades 9-12)

All nine-week averages shall be calculated on a percentage system for each category of assignment. A 100-point grading scale will be used in all courses.

Category	Description	Value (Regular)	Value (Honors)	Value (AP)
Minor	Minor Grades	50%	40%	40%
Major	Major Grades	50%	60%	60%

Grading percentages will vary for high school elective courses. Please see the course syllabus for grading categories.

Minor Assignments/Assessments

- Minor Assignments/Assessments are designed to measure a student's progress toward learning standards. Assignments in this category may include: class work, science labs, journals, reading responses, minor projects, notes, quizzes/common formative assessments, and other similar assignments. (Short quizzes do not have to be scheduled in advance.)
- Teachers are required to record a minimum of twelve (12) minor assignment/assessment grades per nine-week grading period for each course/subject. Collaborative teacher teams will determine which minor assessments will be recorded for a grade.
- Junior High students taking high school credit courses will be held to the same grading standards as high school students.

Major Assessments

- Major Assessments may include: common summative assessments (unit), projects, research papers, extended labs, presentations, performances, nine weeks' tests and other similar assignments. For English Language Arts only, one major grade must be a writing piece that will be included in the student's writing portfolio.
- Teachers are required to record a minimum of three (3) major assessments per nine-week grading period. Collaborative teacher teams will determine which major assessments will be recorded for a grade.
- Junior High students taking high school credit courses will be held to the same grading standards as high school students.

Final Grade Reported

- The teacher of record will determine and enter the grades in the gradebook.
- The actual grade earned on any assignment may exceed 100%; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.
- When reporting and recording any failing grade below a **60** for the final grade on the Report Card, teachers must provide documentation of the required actions taken utilizing the "Student Summary and Progress Supporting Final Grades Below a '60' Form". This form is placed in the student's cumulative file by the campus administrator (see Appendix E).

Reteaching and Reassess for Mastery

Dickinson Independent School District provides a well-balanced curriculum on the state prescribed Texas Essential Knowledge and Skills (TEKS). Students will have the opportunity to master the knowledge, skills, and

competencies established by the district curriculum and the state standards.

DISD will utilize ongoing mastery assessments to determine which students are in need of intervention or acceleration. Formative/summative assessments and teacher observations will be utilized to determine which students are not mastering instructional objectives and are in need of extra support.

Intervention is responding to a learning problem right away using a new method. As a general rule, when students do not understand, teachers do one of three things:

- If it is a large portion of the class, the content will be explained again in a different way.
- If it is only a few students, individual or small group instruction will be provided.
- If a student still does not understand after receiving extra help, additional small group instruction and/or tutorial time will be recommended and provided.

Reteaching strategies to address both misunderstanding and partial understanding include, but are not limited to: error analysis, descriptive feedback on original task/assessment, student examples of expectations, modeling, think aloud, new tasks assigned by teacher, manipulatives, presenting the information again in a different way, review sessions, graphic organizers, small-group instruction, practice activities, computer tutorials/programs, peer tutoring, breaking down concept into smaller components, games and hands-on activities, and cooperative learning.

- If 25% or more of the students in a teacher's class do not demonstrate mastery of the standards on a classroom test, the teacher will provide reteaching and reassessment for students who did not pass.
- An individual student may ask for the opportunity for reteaching and retesting. This request will be evaluated by the teacher. The request for a retesting opportunity shall be made within one (1) week after the test has been returned. This does not apply to the semester exam.
- Reteach must occur within class and prior to the reassessment opportunity. The reassessment can be provided during class, Gator Time, or after school.
- Test corrections are not considered reteaching/reassessing.
- STAAR released exams and exams built with STAAR released questions should reflect STAAR mastery levels.

Late Work

Students are expected to submit all assignments by the date and time established by the teacher. Any work not turned in by the end of the grading period will be recorded as a zero. The table below represents the maximum penalty that may be imposed for turning in late work.

School Days Late	Points Deducted (from earned grade)
1 day	10 points off
2 days	20 points off
3 days	30 points off
4 or more days	50 points off

- Extenuating circumstances may occur that are out of the control of the student, and which prevent him/her from completing and returning homework assignments. The student is to inform the teacher

of any such circumstances that prevented the completion of the homework. Teachers may grant exceptions to this policy, as necessary.

- Major projects and term papers that are assigned in advance are due on the due date. In the event of an excused absence and/or school event (i.e. UIL), the assignment is due on the day of return.
- UIL eligibility guidelines will be adhered to based on the UIL calendar.

Make-Up Work

In order to provide the total assessment “picture” of a student’s academic progress for a course, any student missing classroom instruction shall be given the opportunity to make up the missing assigned work. The assignment will be recorded as a zero until make-up work is turned in. This will ensure instructional continuity and place importance upon consistent attendance and daily study. Students shall be permitted to make up assignments and tests following any absence.

Make-Up Work Guidelines

- In extenuating circumstances such as a catastrophic illness or injury where the student has missed a large quantity of class time or work, the time may be extended for completing the assignments.
- In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work (UIL requirement).
- Make-up work is available to all students following any absence. Students are responsible for asking teachers for the make-up work upon returning to class. Students shall receive credit for satisfactory make-up work after an absence but may receive a zero for any test not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines.
- Exceptions may be granted by the campus administration in extenuating circumstances.
- The number of class days allowed for make-up work to be completed for full credit will be day for day upon return to school. Extra time may be given at the teacher’s discretion.
- Extenuating circumstances will be reviewed on an individual basis.
- A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
- Teachers may assign additional work to ensure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work.

Semester Exams (High School Courses)

- A high school student receiving a zero for a missed semester exam will have the opportunity to make-up the semester exam following the schedule established by the campus.
- Semester exams will comprise 10% of the final course grade.
- Comprehensive semester exams are administered in all high school courses at the end of the fall and spring semesters. They will not be administered early, and a “0” will be recorded if the student is absent. A make-up opportunity will be provided.
- Semester exams must be representative of the work of all prior instruction.
- Honors course “mock” exams (where applicable) will count as the semester exam for the spring semester.
- For any AP “Mock” Exam which is recorded as a major grade, students must have an option for

completing the exam within school hours.

- Advanced Placement exams will count as a semester exam exemption for AP students.
- Retest opportunities are not available for semester exams.
- Junior High students taking high school credit courses will be held to the same semester exam requirements as high school students.

Additional Grading Information

- All grades entered in the gradebook must reflect assessment of mastery of the standards.
- The above represents the minimum requirements, and teachers may provide additional assessments and assignments at their discretion in order to allow multiple opportunities for students to demonstrate mastery of the TEKS.
- No one grade shall be weighted more than 20% of the nine-week average. At the 6-week mark there should be a minimum of two major grades.
- Students shall have the opportunity to review all graded work. Daily work, Quizzes, and Assessments without an extended constructed response of more than 1000-character count or 300-word count should be returned within two to four scheduled class days. This includes some major grades.
- Assessments created with copyrighted materials will be reviewed in class but will not be returned for students to keep. Parents may request a review of the assessment at the school.
- Major Projects and assessments with written compositions (assigned as over 1000 characters and 300-word count) should be reviewed and returned within one week of the due date.
- Assessment rubrics must be provided in advance for all collaborative work assignments.
- Collaborative work shall result in individual grades for individual work or may result in a group grade depending upon the assignment. Students shall be given the option to produce work individually for projects or products.

Dual Credit Courses

Dual Credit Courses may require an alternate grading system due to the rigor of the course and the established requirements as noted through the Dual Credit Articulation Agreement with College of the Mainland.

Transfer Students

Grade averages for any student transferring to Dickinson ISD will be used in place of assignments, quizzes, and major grades that the student has missed during the current grading period. Students will be permitted to submit alternate assignments, quizzes, and major grades for any transferred grade. Teachers will use the grade that most benefits the student.

Students transferring into the District shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

A+	98		B+	88		C+	78		D	70
A	95		B	85		C	75		F	65
A-	92		B-	82		C-	72			

Students transferring into the District with a letter grade of P (Pass) or F (Fail) shall be credited in conformity with the District course descriptions; however, no grade points shall be given for letter grades of P or F. *EIC (LOCAL)*

Transfer Students Who Have Not Been Previously Enrolled in a School for the Current School Year

- Students will be assessed for their demonstration of mastery of course content utilizing district/campus developed assessments which cover previously taught content.
- Teachers may assign additional assignments that are relevant in preparing students for the assessment.
- Students entering DISD without transfer grades and after 25% of the semester has passed, will audit courses.

Calculation of Semester Average

All secondary courses will calculate and report a semester average. Calculated averages reported on progress reports or report cards may not exceed 100%. Grades recorded in a gradebook represent a confidential record for assessment of student performance.

1st Semester Grade

The semester average is determined using the nine-week averages and the semester/final exam.

1st Nine-Week Average	45%
2nd Nine-Week Average	45%
Semester Exam	10%

2nd Semester Grade

The semester average is determined using the nine-week averages and the final exam.

3rd Nine-Week Average	45%
4th Nine-Week Average	45%
Semester Exam	10%

Calculation of Nine-week Averages

Numerical Scores and Letter Grades (Grades 9-12)

Beginning in grade 9, grades are weighted and receive grade points and credits. The chart on page 34 shows the grade points earned for high school courses.

Grades 9-12 Course Credit

Grade-level advancement for students in ninth through twelfth grades shall be earned by course credits. After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
19	Grade 12 (Senior)

High School Grade Averaging to Receive Credit

Grade averaging will be utilized for year-long courses if the grade is at least a 60 for either semester. The other semester must have a grade higher than a 70 that averages with the failing semester grade to achieve a final grade of 70. Courses must be taken during the same school year. **Courses taken in summer school, in credit recovery, or credit by exam are not considered for grade averaging. The failed semester is not counted for NCAA.**

High School Grade Points

Class ranking for each student in the graduating class shall be determined by averaging the semester grade points through the 7th semester of high school. Honor graduates, including Valedictorian and Salutatorian, will be named after the final class rank. No distinction is made between four-year and three-year graduates. All courses taken within the regular school day and regular school year shall carry grade points, including those grades transferred from other accredited high schools. Grades for courses in which credit was earned in credit recovery, credit by exam, or outside the regular school day (i.e. evening school) or outside of the regular school year (i.e. summer school) shall not be included in the computation of a student's GPA. In addition, courses for which high school credit was earned before the student entered high school shall not be included in the computation. Grade points shall be awarded for course work according to the following scale:

Grade Points Earned						
Numerical Grade	Letter Grade	*Dual Credit/ AP (4 point weighted scale)	Honors/ Advanced CTE** (4 point weighted scale)	Academic (4 point scale)	Alternate Courses (3 point scale)	
95-100	A+ / A	6.0	5.0	4.0	90-100	3.0
90-94	A-	5.5	4.5	3.5		
85-89	B+ / B	5	4.0	3.0	80-89	2.0
80-84	B-	4.5	3.5	2.5		
75-79	C+ / C	4	3.0	2.0	70-79	1.0
70-74	C-	3.5	2.5	1.5		
0-69	D / F	0	0.0	0.0	0-69	0.0

**Core academic dual credit courses (i.e. English, Math, Science, Social Studies, and LOTE) taken at DHS and Collegiate High School will be calculated on the Dual Credit/ AP grading scale.*

***Some advanced CTE courses will be on the 5.0 scale beginning with Freshman starting 2020-21 school year and thereafter. Courses are designated in Section 3: Course Descriptions of this handbook.*

Extracurricular Activities and University Interscholastic League (UIL) Eligibility Per Policy EIA (Local), grades shall not be increased or reduced for participation or lack of participation in any extracurricular activity. Teachers, coaches, directors, and sponsors should refer to Texas Education Code §76.1 for definition of extracurricular activities. Sponsors of extracurricular clubs and groups are responsible for ensuring that participating students are eligible through confirmation of grades.

Dickinson ISD Eligibility Calendar

DISD publishes an official eligibility calendar annually. See Appendix C of this document, the campus extracurricular sponsor, or www.dickinsonisd.org. This calendar is strictly adhered to, and it is recommended that you maintain a copy for your reference.

Official Eligibility Grade Check Date

This is the established calendar date for the official grade check.

Gain/Lose Dates

Students will gain eligibility if they are passing in ALL classes or lose eligibility if they fail ANY class.

Gain Only Dates

Ineligible students have the opportunity to regain eligibility if they are passing ALL classes, not just the ones they were failing.

Grade Period Dates

This is the effective date that students regain or lose eligibility at the end of the school day. It is seven calendar days after the official eligibility check.

Advanced Class Waivers

Dickinson ISD values academic rigor in student coursework and upholds high standards in regard to grade exemptions in Advanced level course work. Students who participate in an advanced course (AP, Dual Credit, or Honors) may apply for a waiver if they fail an advanced course with a 60 or higher for each UIL grading period. In order to apply for a waiver for UIL participation, a waiver application must be filled out completely. The waiver application is available from the coach/ sponsor or in Appendix C of this document. The form must be turned in within the 7-day grace period to the UIL administrator. The following rules must be noted:

- An application is a request. The UIL administrator will **CONSIDER** the waiver; it is not a guaranteed waiver.
- Only Dual Credit, Honors, AP, and regular Pre-Calculus classes are eligible for a waiver.
- On-level courses do not qualify for a waiver.
- The grade under consideration must be a **60** or higher.
- In order to be considered for a waiver, a student must be present 96% of the days in which school was in session during the grading period in which the waiver is requested. Consideration will be given to extenuating circumstances.
- **If a waiver is awarded for any nine weeks grading period (NW1, NW2, and NW3), the student must earn a passing grade of at least 70 by the three-week grade check immediately following the nine-week grading period in ALL classes in order to maintain eligibility.**

University Interscholastic League (UIL) Eligibility

(Refer to UIL website <http://www.utexas.edu/admin/uil/admin/side/acad.html>)

- A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any academic class or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility when the principal and teachers determine that he/she has: (1) earned a passing grade (70 or above) in all academic classes, other than those that are advanced, and (2) completed the three school weeks of ineligibility.
- All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of each six-week grading period. Students who pass remain eligible until the end of the next grading period.

All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three school week evaluation periods for ineligible students.

DICKINSON CONTINUATION CENTER

Grading Guidelines

Most courses at the Dickinson Continuation Center are completed online using Edgenuity. The following grading categories and grade weights will be used:

Category	Weight
Quizzes	25%
Assignments	25%
Exam	10%
Test	40%

- The average from Edgenuity will be entered in the teacher's gradebook in Skyward as an assignment. This grade will be posted directly on the student's transcript.
- If absences cause a student to fall behind Edgenuity's assignment calendar, it is the student's responsibility to do the work required to get back on target.
- If a student fails an assignment, quiz, and/or a test, he/she may be granted an additional attempt with the ability to earn the higher of the two grades.
- Core subject courses that are directly taught by classroom teachers, follow the same grading guidelines as all secondary campuses in the district.
- All assigned Edgenuity courses must be completed by the end of the 9 weeks they are assigned in.

GUIDELINES FOR SPECIAL PROGRAMS

English Learners and Recent Immigrants

All academic and performance expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition including the affective, linguistic, and cognitive needs as described in section 89.1210(e) of 19 TAC Chapter 89, Subchapter BB:

(1) **Affective.** Limited English proficient students shall be provided instruction using second language methods in English to introduce basic concepts of the school environment which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students' home language and the United States.

(2) **Linguistic.** Limited English proficient students shall be provided intensive instruction to develop proficiency in the comprehension, speaking, reading, and composition of the English language. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

(3) **Cognitive.** Limited English proficient students shall be provided instruction in English, Mathematics, Science, Health, and Social Studies using second language methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills. It is also imperative to modify the **instruction, pacing, and materials** to ensure that English learners have a full opportunity to meet these expectations. The expectations apply to the second language learner at his/her level of proficiency in English. **Students who have waived the services of the**

Bilingual/EL Program will be graded according to DISD Grading and Reporting Procedures without consideration given to the student's English language proficiency level.

Bilingual and ESL Program Grading (K-6)

The following procedures and expectations will be utilized for students in Bilingual or ESL Programs. Emerging Bilinguals (EB) in the bilingual program are to be assessed for progress and achievement through native language instruction, as well as assessing progress in learning English. For Spanish speaking students in the bilingual program, the Spanish Report Card will be used to report grades to parents/guardians every nine weeks. In accordance with state requirements, the DISD is currently implementing both a Bilingual and an ESL program for elementary (PreK-6). The Bilingual program provides academic instruction in the native language as well as instructional time to English language acquisition, with the amount of instruction in each language being commensurate with the students' level of proficiency in each language and their level of academic achievement. The ESL Program provides instruction in English through sheltered instruction strategies to support comprehensive input and to accelerate language acquisition.

- Teachers will report grades following District guidelines in all content areas during each grading period.
- Teachers will report conduct grades in accordance with District procedures for all grade levels.
- Parent/Guardian-teacher communication is scheduled to address individual student needs.

APPENDIX A: Student Summary and Progress Supporting a Grade Below 60

Student Summary and Progress Reporting: Grade Below 60

Student Name:	Campus:	Date:
Teacher Name:		
Subject:	Attendance:	
TEKS Not Mastered:		
Reteach/Retest Instruction Dates:	Grade: 3 weeks _____ 6 weeks _____ 9 weeks _____	
Late/Make-up work opportunities according to district policy were provided on the following dates:		
Number of grades reported for class during grading period:		
Instructional Interventions provided to support student: Number of minutes: Results:		
Discipline/Class conduct:		
Parent notification date(s):		
AP/Principal/Counselor notification date(s):		

Signature of Teacher

APPENDIX B: Application for Dual Credit, Honors, or AP Waiver

Dickinson ISD 2025-26 Application for Dual Credit, Honors, or AP Waiver

UIL Activity: _____ Coach/Sponsor: _____

In order to apply for a waiver for UIL participation, this form needs to be filled out completely. The following rules must be noted:

1. An application is a request. The UIL administrator will **CONSIDER** the waiver; it is not a guaranteed waiver.
2. Only Dual Credit, Honors, and AP classes are eligible for a waiver.
3. On-level courses do not qualify for a waiver.
4. The grade under consideration must be a **60** or higher for each UIL grading period.
5. In order to be considered for a waiver, a student must be present 96% of the days in which school was in session during the grading period in which the waiver is requested. For example, if there are 30 days in the grading period, a student must be present 28.8 days. Consideration will be given to extenuating circumstances.
6. If a waiver is awarded for any nine weeks grading period (NW1, NW2, and NW3), the student must earn a passing grade of at least 70 by the three week grade check immediately following the nine week grading period in **ALL** classes.

The following courses will be considered for waiver purposes:

- **English** - All AP, Dual Credit and Honors courses
- **Math** - All AP, Dual Credit, Honors courses AND Pre-calculus
- **Science** - All AP, Dual Credit, and Honors courses
- **Social Studies and Economics** - All AP, Dual Credit and Honors courses
- **Languages other than English** - All AP, Dual Credit, and Honors courses

Student Name: _____ Grade Level: 7 8 9 10 11 12

Student ID: _____ Class Failing: _____

Numerical Average: _____

Teacher Comments: _____

The student must address the two areas below in writing and attach responses to this form.

1. Reasons for failure
2. Plan to improve grade

Return the completed waiver application and written responses to the UIL administrator. Typed responses are preferred. Failure to complete the application in its entirety will result in denial of the waiver. All waivers are due before the 7-day grace period ends.

Student Signature: _____ Date: _____

Parent Signature: _____ Parent Phone: _____

Coach/Sponsor's signature: _____

APPENDIX C: DISD 2025-2026 TEA/UIL ELIGIBILITY CALENDAR

This document is intended to bring clarity to the eligibility calendar for UIL participants.

- Specifically, be aware of the following points:
- Grace periods for eligibility are seven (7) calendar days after the evaluation, with the exception of holidays.
- Students may only lose eligibility at PR 2 and the nine weeks grading period.
- Students can regain eligibility at the following times: 3 weeks progress report, 6 weeks progress report and 9 weeks grade report.
- All students are academically eligible during Thanksgiving Break, Christmas Break, and Spring Break holidays.
- All students not meeting credit/promotion criteria on August 14, 2025 are academically ineligible until the end of the 1st 6 weeks (PR2).

August 14, 2025	Any student not meeting credit/promotion criteria becomes ineligible
Sept. 26, 2025	Mandatory UIL grade check of all students (PR2)
October 3, 2025	All passing students obtain eligibility-All failing students become ineligible
October 9, 2025	End of 1st 9 weeks – all students' grades are checked (NW1)
October 17, 2025	All passing students obtain eligibility-All failing students become ineligible
October 31, 2025	Check grades of all ineligible students (PR3)
November 7, 2025	All passing students become eligible
November 21, 2025	Check grades of all ineligible students (PR4)
Nov. 24- Nov. 28	All students are academically eligible (Holiday) **under No Pass, No Play Rule only
December 1, 2025	Students ineligible prior to the holiday, Return to ineligible status
December 8, 2025	All passing students become eligible
December 19, 2025	End of 2nd 9 weeks – all students' grades are checked
Dec. 22 – Jan 6	All students are academically eligible (Holiday) ** under No Pass, No Play Rule only
January 7, 2026	Students ineligible prior to the holiday, return to ineligible status (NW1)
January 14, 2026	All passing students obtain eligibility-All failing students become ineligible (NW2)
January 26, 2026	Check grades of all ineligible students (PR5)
February 2, 2026	All passing students obtain eligibility
February 13, 2026	Check grades of all ineligible students (PR6)
February 20, 2026	All passing students obtain eligibility
March 6, 2026	End of 3rd 9 weeks – all students' grades are checked (NW3)
March 9-13, 2026	All students are academically eligible (Holiday) ** under No Pass, No Play Rule only
March 16, 2026	All passing students obtain eligibility-All failing students become ineligible
April 2, 2026	Check grades of all ineligible students (PR7)
April 10, 2026	All passing students obtain eligibility
May 1, 2026	Check grades of all ineligible students (PR8)
May 8, 2026	All passing students obtain eligibility

APPENDIX D: TEACHER ACKNOWLEDGEMENT

Dickinson Independent School District Grading and Reporting Procedures Teacher Acknowledgement Form

By my signature, I acknowledge receipt of the Dickinson ISD Grading and Reporting Procedures manual. I agree to read the document and abide by the standards, policies, and procedures defined or referenced herein. I am aware that the Dickinson ISD Grading and Reporting Procedures manual is available to me on-line at the district's website located at <http://www.dickinsonisd.org/page/staff.home>. The manual is accessible by following the link above, clicking Educational Services Resources, and then opening the Grading and Reporting folder.

I understand that changes in district policies may supersede, modify, or eliminate the information summarized in this manual. As the District provides updated policy or procedures information, I accept responsibility for reading and abiding by the changes.

Printed Name:

Campus/Department:

Teacher Signature Date

Signed forms are due to your campus principal on or before August 30, 2025

