

SAN MARCOS CISD CURRICULUM & GRADING GUIDELINES



San Marcos Consolidated ISD
San Marcos, Texas
2025-2026

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CORE COMMITMENTS



STUDENT PERFORMANCE

SMCISD is committed to all students performing at or above grade level.



ACADEMIC RIGOR

SMCISD is committed to a rigorous academic culture where all students graduate college and career ready.



CULTURE

SMCISD is committed to a culture of high expectations for performance & professionalism.



ACHIEVEMENT GAPS

SMCISD is committed to eliminating achievement and opportunity gaps among student populations.



COMMUNITY

SMCISD is committed to meaningful, reciprocal partnerships and opportunities which serve students, families, and the San Marcos community.

SAN MARCOS CISD

In accordance with Title VI-Civil Rights Act of 1964; Title IX-Education Amendment of 1972; Section 504 - Rehabilitation Act of 1973; and Title II - Americans with Disabilities Act of 1992, the San Marcos CISD does not discriminate on the basis of race, color, religion, gender, national origin, age or disability.

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2025-2026 Grade Reporting

Pre-kindergarten

*The Circle Progress Monitoring System, approved by the Texas Education Agency, is used to assess PK students in the five primary domains of development. Results will be shared with parents/guardians during Parent Community Day and a hard copy will be sent home.

1. Emergent Literacy: Reading
2. Emergent Literacy: Writing
3. Emergent Literacy: Language and Communication
4. Health and Wellness
5. Mathematics

Official Grade Reports

Progress Reports Grades 2-12

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.

- In 2nd-5th grades, students will receive a progress report at the midpoint of the nine-week period. Reports will be electronically posted in [Home Access Center](#).
- In 6th- 12th grades, students will receive progress reports at the three-week and six-week mark of the nine-week period. Reports will be electronically posted in [Home Access Center](#).
- It is expected that parents be contacted if the student is in danger of failing, has a significant drop in grades or is not on track at progress reporting time.

Report Cards Grades K-12

The report card is a communication tool for parents/guardians and students. Report cards provide information regarding academic progress as well as attendance information.

- Report cards are issued once at the end of each grading period. Elementary and secondary campuses follow a nine-week grading period.
- Report cards for K-12 are posted electronically in [Home Access Center](#). We highly recommend parents view student grades through Home Access Center.
- In kindergarten and 1st grade, report cards will be standards-based instead of a numeric grade.
- Students participating in the Dual Language program will also receive information addressing first and second language acquisition.

Online Records – Home Access Center Gradebook

- Parents/guardians may access student progress information through the Home Access Center.
- Home Access Center displays progress report averages, report card averages, and individual assignment grades in the teacher gradebook.
- Parents/guardians may access the Home Access Center by going to www.smcisd.net, selecting the Students & Parents portal, and selecting Home Access Center Information (Grades) from the directory.
- Parents/guardians may call their student's campus for Home Access Center access information.

Interim Progress Report and Report Card Schedule

Grades K-1

First Nine-Weeks - August 13 - October 9	
	Period End Date
Report Card	Thursday, October 9, 2025

Second Nine-Weeks -October 14 - December 19	
	Period End Date
Report Card	Friday, December 19, 2025

Third Nine-Weeks - January 7 - March 13	
	Period End Date
Report Card	Friday , March 13, 2026

Fourth Nine-Weeks - March 23 - May 21	
	Period End Date
Report Card	Thursday, May 21, 2026

Grades 2-5

First Nine-Weeks - August 13 - October 9	
	Period End Date
Report Card	Thursday, October 9, 2025

Second Nine-Weeks -October 14 - December 19	
	Period End Date
Report Card	Friday, December 19, 2025

Third Nine-Weeks - January 7 - March 13	
	Period End Date
Report Card	Friday , March 13, 2026

Fourth Nine-Weeks - March 23 - May 21	
	Period End Date
Report Card	Thursday, May 21, 2026

Grades 6-12

First Nine-Weeks - August 13 - October 9	
	Period End Date
Interim Progress Report (IPR)	Friday, August 30, 2025
Interim Progress Report (IPR)	Friday, September 19, 2025
Report Card	Thursday, October 9, 2025

Second Nine-Weeks -October 14 - December 19	
	Period End Date
Interim Progress Report (IPR)	Friday, October 31, 2025
Interim Progress Report (IPR)	Friday, November 21, 2025
Report Card	Friday, December 19, 2025

Third Nine-Weeks - January 7 - March 13	
	Period End Date
Interim Progress Report (IPR)	Friday, January 23, 2026
Interim Progress Report (IPR)	Friday, February 13, 2026
Report Card	Friday , March 13, 2026

Fourth Nine-Weeks - March 23 - May 21	
	Period End Date
Interim Progress Report (IPR)	Thursday, April 2, 2026
Interim Progress Report (IPR)	Thursday, April 23, 2026
Report Card	Thursday, May 21, 2026

Texas Essential Knowledge and Skills

San Marcos CISD provides a rigorous vertically and horizontally aligned curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this tiered curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

SMCISD teachers will utilize ongoing mastery assessment to determine which students are in need of intervention. The use of teacher-made tests, performance assessments, common assessments, and teacher observations will help determine which students are mastering instructional objectives and which students are in need of support.

Supplemental Instruction

Per House Bill 1416, any student who did not pass STAAR grades 3-8 or EOC assessments must be provided supplemental instruction to enable the students to perform at the appropriate grade level by the conclusion of the school year. Supplemental instruction must be provided the subsequent summer or school year and can occur during the school day or directly before or after the school day. More information will be provided by your child's home campus should they require supplemental instruction.

Acceleration/Intervention

- Frequent evaluation, both formative and summative, will determine the need for acceleration. Acceleration (Intervention) is an integral part of the PK-12 instructional program and is embedded within core instruction. Acceleration (Intervention) provides:
- Frequent reinforcement and review to reduce the achievement gap between the student and their same age peers.
- Daily, ongoing targeted instruction based on student need as identified by progress monitoring data.
- Opportunity for the student to progress systematically through content without experiencing extended, frustrating periods of non-achievement.
- A variation in instructional approaches – use of new techniques, strategies, materials, practice, small group instruction, and opportunity for review.

State and Local Curriculum

Purpose of Grading Guidelines

The San Marcos CISD Curriculum Council meets during the course of the school year to consider feedback provided by stakeholders and provide input for enhancing communication between parents and campuses. Grades serve to monitor and assess student progress, document the level of mastery, and demonstrate what has been learned by students. Providing timely feedback to students and parents is essential in identifying areas of strengths and opportunities for growth.

Grading Policy: EIA (LEGAL) Education Code 28.0216

The district shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. The district grading policy:

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and

3. May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

Grading Policy: EIA (LOCAL)

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The district shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

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. The Texas Education Agency promotes the use of curriculum resources that meet the criteria to be designated High Quality Instructional Material (HQIM).

SMCISD utilizes the TEKS Resource System (TEKS RS), including Year at a Glance documents (YAGs), scopes and sequences, Instructional Focus Documents (IFDs), and units of study. The district curriculum consists of TEA approved HQIM resources in core subject areas as are currently available. It consists of readiness standards, supporting standards, power standards, tiered instructional strategies, language objectives, content objectives, strategies for differentiated instruction, technology integration, vocabulary, sample assessment items, and resources. The curriculum serves to support teachers in meeting the needs of individual students.

The curriculum is reviewed, and contributing resources are updated regularly for each course or subject under the direction of the directors of curriculum and instruction, with instructional coaches and teachers. The alignment of the objectives under these documents reflects the TEKS and ELPS and cannot be waived, altered, or portions eliminated, unless otherwise recommended by an Admission, Review, and Dismissal (ARD) Committee.

Instructional Materials

State-adopted materials and electronic media serve as instructional resources to meet course and curriculum objectives. High Quality Instructional Material (HQIM), 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 the District's Instructional Materials Adoption (IMA) committee process (19 TAC 67.107). The district must certify that all selected instructional materials meet 100% of the Texas Essential Knowledge and Skills. Requests for purchasing non-state adopted materials must be based upon analysis of alternate resources, student performance data and must follow the district's resource vetting process. In both cases, monies for purchased materials are deducted from the allotment provided from the State.

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. If updated textbooks are not provided by the Texas Education Agency, the district will provide supplemental online resources.

Instructional Practices and Grading

Instructional strategies and practices to ensure student success are based upon 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 instructional objectives that reflect the Texas Education Agency TEKS and address the skills and concepts needed for successful performance in the current grade and subsequent grades.

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 data sources, which could include student performance on daily in-class assignments, formative assessments, 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.

Effective teachers use grading as part of the intricate process of learning. Using the TEKS as the foundation of the curriculum, teachers begin by thoughtfully considering what the students already know and what they need to learn.

Teachers:

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

Standards-based tests and quizzes yielding numerical grades represent only one aspect of evaluating student learning. Complete grading calls for multiple assessment techniques, such as portfolios, projects, presentations/performances, learning logs, journals, surveys, interviews, simulations, and role-playing. Using many different evaluation strategies will elicit more opportunities for student success.

As lifelong learners, students must be prepared for college and the workforce. The teacher will create and sustain a learning environment by basing grades on the student's knowledge and skills as demonstrated by a wide variety of assessments.

In compliance with [Texas Education Code §28.0216](#), grading in SMCISD:

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard for a student's quality of work; and
3. May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

In addition, grading should help the teacher:

1. Communicate progress to the student and parent/guardian on the mastery of the TEKS;
2. Appraise the effectiveness of teaching strategies and modes of instruction;
3. Evaluate the strengths and needs of each student; and
4. Determine if credit will be awarded.

Grading should help the parents/guardians

1. Understand their child as a learner;
2. Be knowledgeable about the student's mastery of the TEKS;
3. Guide the student in making academic progress toward successful graduation; and
4. Encourage the student to give maximum performance in academic areas.

Grading should help the student:

1. Evaluate and track their personal progress on mastery of the TEKS; and
2. Recognize how they may improve their work.

Zero or Incomplete

If a student fails to submit an assignment by the due date, an "M" should be entered until the assignment is submitted. If the missing assignment is due to an absence, see the section on Makeup Work Due to Absences for more information. An "M" will factor into the average as a zero until it is replaced with the numeric grade.

If, at the end of a grading period, a student has assignments missing that the teacher is allowing them to complete after the end of the grading period, a teacher should enter an "I" for Incomplete as the students' Progress Report or Report Card grade in lieu of the numeric grade. An "I" should not be used for individual assignments.

Every time an "I" is entered as a grade for a Progress Report or Report Card, that "I" should be replaced with an actual numeric grade by the end of a seven day window. UIL rules specify that an "Incomplete" must be replaced with a passing grade within seven calendar days of the close of the grading period in order for the student to be eligible. If after the seven day window has passed, the student has not completed the required assignments, then the grade earned with those missing assignments averaged in should be used to replace the "I".

Grading for Students with Disabilities

All students are general education students first. For all students in the state of Texas grades K-12, the state content standards are the TEKS. A student's education setting does not change content standards. Students should earn grades for activities in which they are accessing the content standards.

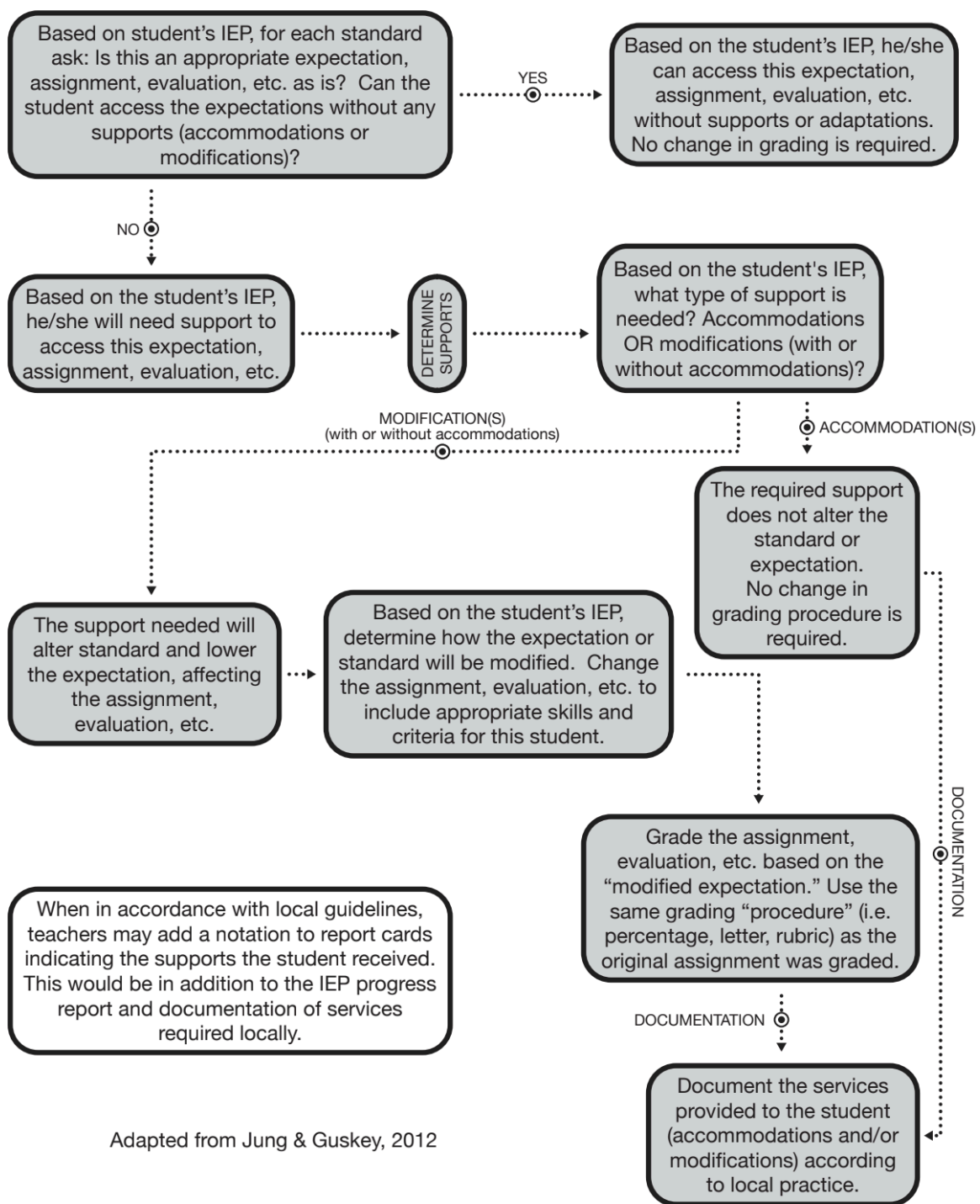
The location in which a student receives services has no bearing on the types of grades he/she receives. Relative mastery of the TEKS, with or without accommodations or modifications, is the basis for the student's grade.*

In the event a student receiving Special Education services does not show mastery (below 70%) the ARD committee should meet to review and adjust IEP supports based on student needs.

Teachers should not use adjusted grades when a student requires accommodations and modifications that enable him/her to complete the regular education curriculum satisfactorily (See flowchart below).

*A grading rubric can be used for classes where a local credit is received, for example Activities of Daily Living (ADL) For a sample rubric, please visit [Sample Grading Rubric](#).

Considerations for Grading Flowchart



Adapted from Jung & Guskey, 2012

Modifications and Accommodations

Modifications are practices and procedures that change the nature of the task or target skill. A modification is a change that is necessary for a student to gain access and make progress in the general curriculum. Modifications fundamentally alter or lower the standard or expectations for students.

The ARD committee determines, based on the student's individual needs, what content standards will be modified for the student. A teacher cannot modify assignments in a way that lowers the standards or expectations of any student with a disability unless the IEP indicates a need and only as described in the IEP.

Accommodations are intended to reduce or even eliminate the effects of a student's disability but do not reduce the learning expectations. Since an accommodation does not change the mastery expectation, there is no need to indicate accommodations when reporting grades. However, accommodations must be documented appropriately.

Grading Examples

In a high school English class, the teacher expects the students to make connections between the figurative language of a literary work and its historical setting. The assignment is to identify at least 3 examples of figurative language and explain in writing the connection between the example and the historical context. The teacher uses a rubric to grade the assignment.

With Accommodations:

Per the student's IEP, accommodations for Student A include:

- allow the student to use speech to text software to record the written part of the assignment; and
- allow the student to provide only two examples instead of three.

When the student has completed the assignment, the teacher will grade it using the same rubric as students who did not receive the accommodations. The teacher may document the provision and efficacy of the accommodation.

With Modifications:

Per the student's IEP, modifications for Student B include:

- analyze how place and time influence the theme of the literary work; and
- identify three examples of figurative language.

The modified assignment will be graded using a rubric which may have to be modified to match the specific task. The teacher may include a notation next to the grade indicating the provided modification(s).

During a first grade science lesson, the teacher provides the students with several objects with different properties (e.g. rock, stress ball, pencil, glass of water, sandpaper) and asks the students to classify the objects according to the properties. The teacher will use observation and a checklist to determine student performance as mastered, progressing, or needs practice.

With Accommodations:

Per the student's IEP, accommodations for Student A include:

- provide the student with one object at a time to diminish distractions; and
- provide the student with a graphic representation of objects that fit into each category for comparison.

The teacher will grade the task in the same manner as he/she did for students who did not receive the accommodation, in this case, using a checklist to determine mastered, progressing, or needs practice. There will be no need to make a notation with the grade or task in the grade book since the accommodation had no effect on the learning expectations.

With Modifications:

Per the student's IEP, modifications for Student B include:

- all the student to discuss the different properties of an object; and
- identify and record the properties of several objects (e.g. smaller and larger, color, heavier, and lighter).

The modified assignment will be graded using observation and a checklist which may have to be modified to match the specific task. If local practice allows, the teacher may include a notation indicating the provided modification.

For more guidance on grading for students with disabilities, please refer to the following table, and visit [Grading and Progress Monitoring for Students with Disabilities](#)

Educators' Grading Responsibilities in the General Education Setting for Students with Disabilities

General Educator	Special Educator	Classroom Paraprofessional
<ul style="list-style-type: none"> • Maintains knowledge of the accommodations/modifications to be implemented in the IEP. • Partners with special educators to determine appropriate implementation of accommodations and modifications for specific content standards. • Implements any accommodations/modifications through development of appropriate assignments and assessments per the student's IEP. • Maintains documentation (according to LEA policy) of the provision of special education services to students as specified in each student's respective IEP. • Responsible for final grade determination for assignments and overall course/class (unless otherwise specified by the ARD committee). • Responsible for ensuring accurate reporting of grades. • Provides fair assessments that allow students an equal opportunity to demonstrate what they know (Bauer and Brown 2001). • Responsible for asking for a review of IEP through a staffing or ARD meeting if concerns/questions exist regarding student's IEP and/or lack of expected progress toward the annual goals and in the general education curriculum. 	<ul style="list-style-type: none"> • Ensures general educator is aware of any individual student IEP-directed accommodations and/or modifications, including goals/objectives related to the content/course. • Assists in incorporating IEP-required accommodations and/or modifications into lesson plans. • May assist in final grade determination for both assignments and overall course/class, as determined by the student's IEP. • Designs process/forms for collection of data on student progress on IEP goals/objectives. • May assist in grading assignments/tests. • May assist with recording and/or reporting of grades. • Responsible for asking for a review of IEP if concerns/questions exist regarding student's IEP and/or lack of expected progress toward the annual goals and in the general education curriculum, where appropriate. 	<ul style="list-style-type: none"> • Provides any information requested by teacher(s) for consideration of grading. • Assists in preparation of materials as needed to implement accommodations/modifications. • Assists in documenting provided accommodations/modifications. • Implements supports under the direction of teacher(s). • May assist in grading objective assignments/tests (i.e. multiple choice, fill in the blank, etc.). • May assist in clerical recording of grades. Note that some LEAs allow only the classroom teacher to enter grades in grade book/online grading system. • May assist in collection of data on student mastery of material using criteria/checklist developed by general or special educator.

Special Populations

Each campus in the District shall ensure that each student, other than a student with disabilities whose Individual Education Plan (IEP) provides for alternative achievement standards, demonstrates mastery of the TEKS adopted by the State Board.

In assessing students of limited English proficiency for mastery of the TEKS, the District shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways:

- Assessment in the primary language
- Assessment using ESL methodologies
- Assessment with multiple varied instruments
- Assessment with accommodations as determined by the Language Proficiency Assessment Committee (LPAC)

Gifted and Talented (GT)

The purpose of the Gifted and Talented (GT) program is to identify and provide gifted learners with experiences that develop the potential of each individual. Gifted program services are delivered in a variety of ways and students may experience some or all of these types of support.

K-5 GT pull out time is used for differentiation and acceleration, there should not be an undue burden placed on the student for missed instructional time or assignments in the general education classroom. Teachers are encouraged to schedule tests around GT pull out time. During GT pull out time, classroom instruction will continue as planned. Students are not required to make up all missed assignments, but note that may mean that the student has fewer grades to average than is typically required for the grading period. For missed instructional time or assignments:

- A student or parent may request to complete a missed assignment if they would like an additional grade for averaging purposes.
- If students have missed new instruction on a skill, the teacher should pull them during small group time to determine student understanding.

See the SMCISD Gifted & Talented Services Handbook for more information.

Academic Achievement: Retention and Promotion

Curriculum Mastery

A student will be promoted on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be

coordinated with compensatory/accelerated services. Additional information on retention and promotion can be found in both the elementary and secondary sections of this document.

Academic Integrity

Academic integrity is a fundamental value of teaching, learning, and scholarship. SMCISD 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 SMCISD Policy (EIA)

Students 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 of any kind, including the use of electronic media, 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 employee, taking into consideration written materials, observation, or information from students.

NOTE:

Academic dishonesty in ECHS/DC can result in them being withdrawn from the class. The determination will be based on the discretion of the professor and institution's policies.

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 dishonesty will result in academic and/or behavioral consequences:

- A student found to have engaged in academic dishonesty will be subject to loss of credit for the work in question, as well as disciplinary penalties, according to the

Credit by Exam Guidelines

Advanced Placement Exams, Credit by Exam

With Board approval, the District shall develop or purchase examinations for acceleration that thoroughly test the TEKS for each primary school grade level and for credit for secondary school academic subjects.

Grades 1-5

The District shall accelerate a student in grades 1-5 one grade level if the student meets the following requirements:

1. The student scores 80 percent or above on a criterion-referenced test for the grade level to be skipped in each of the following areas: language arts, mathematics, science, and social studies;
2. A District representative recommends that the student be accelerated; and
3. The student's parent or guardian gives written approval of the acceleration.

No fee shall be charged for an examination for acceleration provided by the District. If a parent or student requests an alternate examination, the District may administer a test purchased by the parent or student from a State Board-approved university.

Approval of credit or advancement on the basis of an examination for acceleration shall be by the Superintendent or designee, in accordance with State Board rules.

19 TAC 74.24(b)

Grades 6-12

A district shall give a student in grades 6–12 credit for an academic subject in which the student has received no prior instruction if the student scores:

1. A three or higher on a College Board advanced placement examination that has been approved by the board for the applicable course;
2. A scaled score of 50 or higher on an examination administered through the College-Level Examination Program (CLEP) and approved by the board for the applicable course; or
3. Eighty percent or above on any other criterion-referenced test approved by the board for the applicable course.

19 TAC 74.24(c)(8)

Please contact the Executive Director of Academic Services at (512) 393-6700 for additional services.

Kindergarten Acceleration Guidelines

Generally, children are best placed at a grade level with students of their own age. However, some students of kindergarten age may already have mastered the TEKS for kindergarten and, for this reason, are ready to go on to first grade. Acceleration by Examination for kindergarten is

to allow students to advance to first grade who are not yet six years of age but are academically ready to do so.

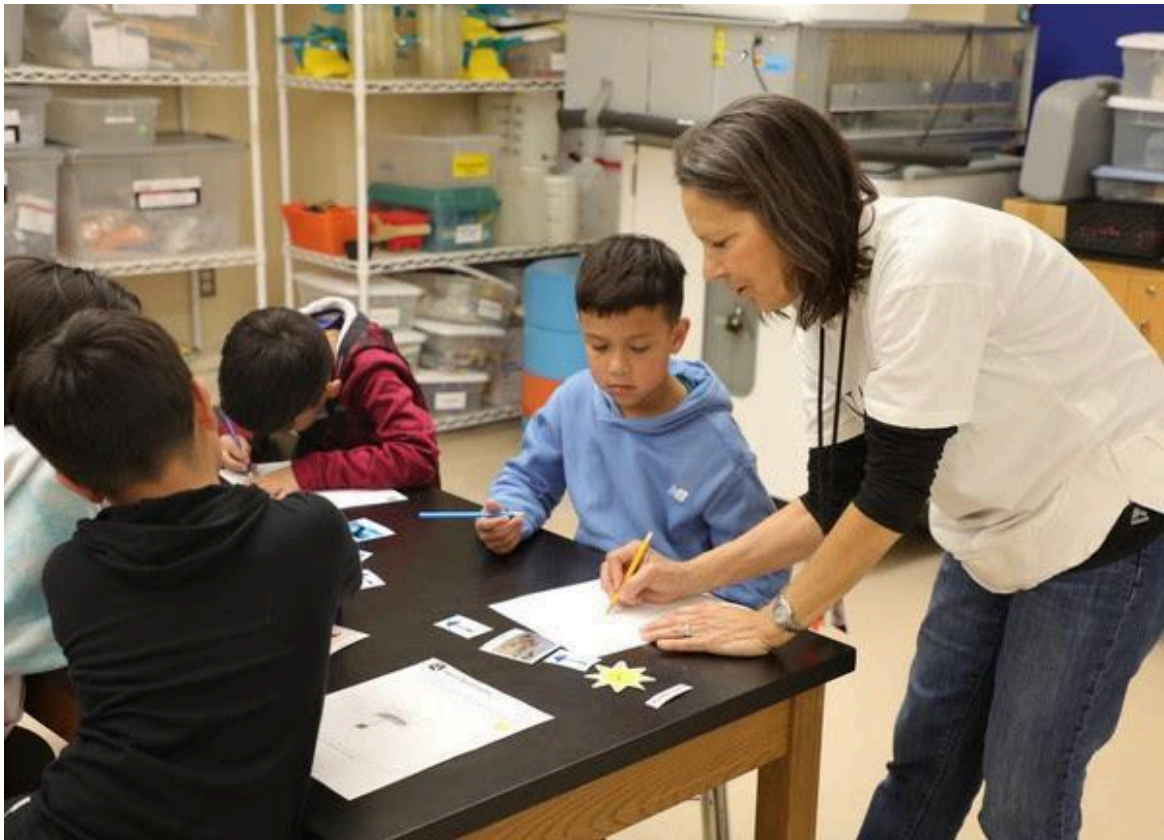
Kindergarten acceleration opportunities will be offered once per year. SMCISD does not accept another district's kindergarten acceleration testing. A student who enrolls in SMCISD must meet SMCISD standards if deadlines have not passed.

A student in kindergarten may be accelerated to first grade if he or she meets ALL of the following requirements in this order:

1. The student is five (5) years of age by September 1 of the school year in which tested;
2. The student is six years old on or before December 31 of the school year in which tested;
3. The student is enrolled in kindergarten in the District, and the student has a 6-digit local ID number assigned to them;
4. The student's parent or guardian initiates the request in writing within the first two weeks of school or before school starts;
5. The parent or guardian timely files the request with the campus principal and attends a conference to discuss the request; and
6. The student scores at or above the kindergarten end-of-year expectations on the District's early readiness assessment for reading language arts and mathematics, which is administered by campus personnel.

The campus principal will make the recommendation for acceleration and the decision made will be final.

ELEMENTARY GRADING GUIDELINES



Standards for Mastery/Promotion by Grade

Mastery shall be determined as follows:

Pre-Kindergarten

Achievement or progress in Pre-Kindergarten shall be reported for individual skills twice a year. Results will be discussed with parents/guardians during the Fall and Spring Parent Community Day. The results are based on the evaluation of the following domains:

- Emergent literacy reading;
- Mathematics;
- Emergent literacy-writing;
- Language and communication; and
- Health and wellness development

These domains are assessed with the Circle Progress Monitoring System, a TEA approved assessment instrument for pre-kindergarten. The assessment is available in English and in Spanish.

Grades Kindergarten – First Grade Mastery

In kindergarten and 1st grade, a standards-based report card is used to inform parents/guardians of students' progress. This means that rather than numerical grades, teachers report student progress toward end-of-year mastery of the state standards. Instead of receiving numbers on report cards, kindergarten and 1st grade students will have performance indicators that state:

Grading Guide Grades K-1	
Grade on Report Card	Description
M	Student has met content standards and uses the skill independently.
A	Student is approaching proficiency on the standard.
SD	Student is still developing proficiency towards mastering the skill.

Grades 2-5 Mastery

Mastery of the skills shall be validated by the following assessments: unit assessments, common assessments, quizzes, teacher-created exams, and final exams. Exams may be administered separately. Mastery of at least 70 percent of the objectives shall be required. Course assignments and unit evaluations shall be given to determine student grades in each subject, including reading language arts, mathematics, science, and social studies. An average of 70 or higher shall be considered a passing grade.

Assignment/Assessment grades determining mastery of content in reading language arts, mathematics, science, and social studies will be determined as follows:

Grades 2-5		
Letter Grade	Numerical Range	Description
A	90-100	Excellent performance and a strong understanding of the material
B	80-89	Good performance and a solid understanding of the material
C	70-79	Satisfactory performance and an adequate understanding of the material
D	60-69	Minimal performance and a limited understanding of the material
F	50-59	Failing performance and an insufficient understanding of the material

Assignment grades for physical education/health and fine arts will be determined as follows:

PE, Health and Fine Arts		
Letter Grade	Numerical Range	Description
E	90-100	Excellent performance
S	80-89	Satisfactory performance
N	70-79	Needs improvement
F	Less than 70	Unsatisfactory performance

Grades K-1 Promotion Guidelines

In grades K-1, promotion to the next grade level shall be made for students who demonstrate grade-level mastery of at least 70% of the grade-level standards (TEKS).

Grades 2-5 Promotion Guidelines

In grades 2-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 (or a letter equivalent) based on state and district-level standards for all subject areas. In addition to an overall grade of 70 or above, a student shall have a minimum grade of 70 (or letter equivalent) in four of the following areas: reading language arts, mathematics, science, and social studies.

Retention

In grades K-5, a grade placement committee shall make recommendations for promotion or retention of those students who do not meet minimum state and district standards. Each campus will implement an MTSS model, including Response to Intervention to provide students the needed support to meet the minimum state and district standards.

Note:

Light's Retention Scale may be used as a tool to aid in placing the student in the next grade.

Required Attendance

Promotion to the next grade level shall also be based on meeting the state minimum attendance requirements. State law mandates that a student in any grade level from kindergarten through grade twelve may not be given class credit or a final course grade unless the student is in attendance for at least 90% of the time the class is offered.

Grade Reporting

All numeric grades reported on progress reports and report cards will be determined using a percentage grading system as outlined in Grades 2-5 Mastery section of this document. The following are minimum requirements for the number of grades recorded per core subject, per grading period.

- In **reading language arts**, a minimum of nine (9) assignments must be recorded per grading period; three (3) of the nine must be completed independently by students to assess their mastery of the standards
- In **mathematics**, a minimum of nine (9) assignments must be recorded per grading period; three (3) of the nine must be completed independently by students to assess their mastery of the standards
- In **science**, a minimum of five (5) assignments must be recorded per grading period; two (2) of the five must be completed independently by students to assess their mastery of the standards
- In **social studies**, a minimum of five (5) assignments must be recorded per grading period; two (2) of the five must be completed independently by students to assess their mastery of the standards

Grades for assignments will be based on mastery. A minimum grade of 70 percent is required for passing.

To ensure parents have current updates on their child's academic progress, teachers will enter at least one grade per week into Home Access Center for reading language arts and math. They will enter at least one grade every other week for science and social studies.

NOTE

The above represent the minimum requirements and teachers may provide additional assignments at their discretion.

- Independently refers to assignments/assessments that students take WITHOUT the aid of the teacher. They may include use of accommodations designated for use by the students.
- The reading language arts grade should include a balance of reading and writing/grammar assignments.

Reworking Assignments and Reassessment for Mastery Grades 2-5

Any student can earn the opportunity to retest up to one assessment and rework up to one daily assignment that resulted in a failing grade, one time per grading period for each content. Reworking assignments and reassessment must occur within the same nine-week grading period except in the case of an end-of-module or end-of-unit period assessment. In this case, the reassessment should occur no later than one week after the grading period ends.

Students earn the opportunity for reworking assignments or reassessment by working with the teacher to prove that new learning has taken place and that they have a better understanding of the assessed content. Examples of this process include attending tutorial sessions, completing new work or previously assigned work, and discussing with the teacher the necessary improvements to achieve content mastery. A parent, teacher, or student may initiate the reworking or reassessment process.

Students shall receive no higher than a 70 on any reworked assignment or reassessment.

NOTE

- Homework, projects, and district assessments are NOT subject to the reworking/reassessment guideline.
- In the event of a campus change. Any reworked assignments or reassessments must be completed before the student attends the new campus.

The teacher will decide whether the same assignment or an alternate assignment will be given.

Homework

Traditionally, homework is defined as work that is assigned for completion at home, beyond the instructional day. Homework is an effective tool in developing responsibility, study habits, and skills. It is an extension of the learning process and involves the home in the student's curriculum.

If homework is assigned, it should be purposeful, related to classroom experiences, and be age and grade appropriate. The purpose and directions for the assignment need to be clearly communicated and should be an activity that can be completed independently by the student.

For Dual Language and Spanish Immersion Programs, homework instructions should be communicated in both English and Spanish. Homework is not to be assigned on weekends or before holidays with the exception of previously scheduled special reports and/or projects. Because students work at different paces, it may take some students more or less time to complete assignments. Teachers must use discretion about the amount of work given, so that homework does not consistently exceed identified time limits.

Grades PreK-1 – Homework Guidelines

- Homework may be assigned not to exceed 20 minutes.
- If homework is assigned, it will not be graded at these grade levels.
- Each student is expected to read, or be read to, 15 minutes each school night in addition to assigned homework.

Grades 2-3 – Homework Guidelines

- Homework may be assigned not to exceed 30 minutes.
- If homework is assigned, it will not be graded at these grade levels.
- Each student is expected to read, or be read to, 20 minutes each school night in addition to assigned homework.

Grades 4-5 – Homework Guidelines

- Homework may be assigned not to exceed 40 minutes.
- The total homework should never exceed one hour.
- If two or more teachers are working with a student, the homework should be coordinated to adhere to the one-hour time frame limit.
- Each student is expected to read at least 20 minutes each school night in addition to assigned homework.

Homework Grading/Feedback

If assigned, teachers must check homework for completion. A complete analysis of procedure, content, and/or correct answers is also appropriate.

Late Work Grades 2-5

Late work is graded in the same manner in all classes at the elementary level. The table below represents the maximum penalty that may be imposed for turning in late work:

Days Late	Max % of Grade Received by Student	Late Work Grade Chart
1-2 Days	90%	
3-7 Days	75%	
More than a week within the grading period	70%	

**Calendar days do not include Saturdays or Sundays. *More than three late assignments during any one nine-week grading period may result in additional consequences.*

Makeup Work

Students who miss any work in class due to an absence must make up the work. When classes are missed due to reasons other than extenuating circumstances (illness, funerals, hospitalization, etc.), the Teachers shall provide the student, as a minimum, the same number of days, as he/she was absent to complete the work for full credit. In extenuating circumstances, a teacher may provide extended time for the completion of makeup work.

Extenuating Circumstances

Teachers may give students a grade of I (Incomplete) on a nine-week or semester report card if the student missed work due to extenuating circumstances (illness, funerals, hospitalization, etc.). Missed work must be made up within ten (10) days of the student's return, or at the principal's discretion. All grades of an Incomplete must have the approval of the principal and additional time to complete the missed work may be granted at the principal's discretion.

Extra Credit

- All extra credit is to be academic.
- The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.
- Extra credit may be offered at the discretion of the teacher.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
- Extra credit awarded will not account for more than 5 percent of the grading period average, and the final grade cannot exceed 100 percent.

SECONDARY GRADING GUIDELINES



Standards For Mastery

Mastery shall be determined as follows:

- Course assignments and unit evaluation shall be given 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, nine-week, and final exams, or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Assignment/Assessment grades determining mastery of content will be determined as follows:

Grades 6 - 12		
Letter Grade	Numerical Range	Description
A	90-100	Excellent performance and a strong understanding of the material
B	80-89	Good performance and a solid understanding of the material
C	70-79	Satisfactory performance and an adequate understanding of the material
D	60-69	Minimal performance and a limited understanding of the material
F	0-59	Failing performance and an insufficient understanding of the material

Promotion and Retention

Grades 6- 8

To be promoted from grade six to grade seven, from grade seven to grade eight, and from grade eight to grade nine, students must meet ALL of the following criteria: [[Board Policy EIE \(LEGAL/LOCAL\)](#)]

1. In grades 6–8, promotion to the next grade level shall require a final average of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.
2. Meet the 90 percent state-mandated requirement for attendance. State law mandates that a student in any grade level from kindergarten through grade 12 may not be given class credit or a final course grade unless the student is in attendance for at least 90% of the time the class is offered.

In sixth through eighth grade, a grade placement committee shall make recommendations for promotion or retention of those students who do not meet minimum state and district standards.

Grades 9-12

Grade-level advancement for students in ninth through twelfth grades shall be earned by course credits. Grade-level advancement requires the following earned state credits for all students entering the ninth grade after:

- Students promoted or placed from grade 8 are classified as freshmen.
- Students with 0-5 credits are classified as freshmen.
- Students with 6-11 credits are classified as sophomores.
- Students with 12-18 credits are classified as juniors.
- Students with 18 credits or students who are able to enroll in all courses needed to graduate at the end of the current school year are classified as seniors.

Per HB 3803 from the 88th Legislature, a parent may request in writing that a student repeat a high school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Awarding Class Credit

Required Attendance

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

Further information regarding compulsory attendance can be found in [[Board Policy FEA \(LEGAL\)](#)].

Calculation of Nine-Week Averages

Assignment Classifications

Formative

- **Purpose:** Formative assessment is intended to monitor student learning and provide ongoing feedback to both teachers and students during the learning process. It helps teachers identify strengths and weaknesses in student understanding, allowing them to adjust instruction accordingly.
- **Timing:** It occurs during the learning process, throughout a unit or lesson.
- **Methods:** Formative assessments can take various forms, such as daily work, quizzes, discussions, observations, peer feedback, or even self-assessment.
- **Focus:** The focus is on identifying areas where students need additional support or clarification.
- **Outcome:** The primary outcome is to inform teaching and learning in real-time, facilitating improvement and mastery.

Summative

- **Purpose:** Summative assessment is used to evaluate student learning at the end of a unit, course, or instructional unit. Its purpose is to summarize the learning progress and assign grades or determine achievement levels.
- **Timing:** It occurs after a unit of instruction or at the conclusion of a learning unit.
- **Methods:** Summative assessments typically include standardized tests, final projects, unit exams, essays, or end-of-course exams.
- **Focus:** The focus is on measuring the extent to which students have learned the material covered over the entire instructional unit.
- **Outcome:** The primary outcome is to evaluate student achievement and assign grades or determine whether learning objectives have been met.

Percentage of and Minimum Number of Assignment Types

All nine-week averages shall be calculated in alignment with the following table. Each grade must be on a 0-100 point scale.

	Formative	Summative
% of progress reporting grade	40%	60%
Minimum # of assignments per IPR	3	1
Minimum # per 9-week period	9	3

Note:

- *No more than 50% of formative grades can be made up of homework assignments.*
- *The above recommendations represent the minimum requirements, and teachers may provide additional assessments and assignments at their discretion*
- *The instruction, grading, and assessment policies for dual credit and ECHS Courses will follow an alternative grading system.*

Communication

To ensure parents have current updates on their child's academic progress, teachers will enter at least one grade per week into Home Access Center. Additionally, by each interim progress reporting period, teachers will record a minimum of 3 formative grades and 1 summative grade.

Maximum Weight of a Single Grade

When calculating a nine-week average, no single assessment grade may count more than 20% of the total average regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on progress reports or report cards may not exceed 100%. These percentages and weights allow for the idea that no more than one assignment weighing more than 20% of a single grade

Minimum/Maximum Grade Reported

Grades for assignments will be based on relative mastery. Teachers are not required to give a minimum grade on an assignment that does not reflect the quality of the student's work. The teacher will record in their gradebook actual grades earned by the student. Teachers may have alternative ways to assess mastery and work with students to provide them extra chances to demonstrate mastery, as necessary.

The actual grade earned on any assignment may not exceed 100%.

Science Labs

Laboratory work varies greatly based on the student learning objectives from simple discovery activities to full inquiry projects. Accordingly, labs will be graded under the category (daily, quiz, major) that is most appropriate for the level of rigor required.

For all courses that earn a Science credit in grade 6-12, at least 40% of instructional time is lab work and/or field investigation.

Missing Assignments

If a student fails to submit an assignment by the due date, an “M” should be entered until the assignment is submitted. If the missing assignment is due to an absence, see the section on Makeup Work Due to Absences for more information. An “M” will factor into the average as a zero until it is replaced with the numeric grade.

Homework

Homework in secondary classes consists of the completion of in-class assignments and projects by offering extended time beyond regular school hours. This approach acknowledges the diverse learning paces of students and fosters a supportive environment for them to achieve their best. We believe in maximizing learning opportunities during class time and providing necessary accommodations to ensure every student's success.

Assignments that require students to use outside of class time may include: studying for exams, working on projects and/or presentations, or completing tasks that the student was unable to complete during the allotted class time.

Re-teaching, Re-Working Assignments, and Reassessment for Mastery Grades 6-12

If 50% or more of students in a class fail to demonstrate mastery of TEKS on a summative assessment, the teacher will provide an opportunity for reteaching and retesting during class time. All students in the class will be given the opportunity for reteach and retest. The higher of the two grades will be recorded in the grade book.

If fewer than 50% of all students in a class fail to demonstrate mastery of TEKS on a summative assessment, or if any student earns below a 70 on a formative assessment, re-teaching is still required for course concepts not mastered. For individual students this may occur in class, before school, or after school. Teachers must make arrangements with the student to provide additional instruction on the material covered in that assignment. After meeting that obligation, the student will then be allowed to complete the same or similar assignment to give the teacher a new measure of the student's understanding. This new performance will be recorded in the gradebook with a grade of 0-100, replacing the previous grade.

NOTE

At certain times during the school year, District Common Assessments (DCA) are provided. These assessments may be included in the gradebook as summative assessments, depending on department and/or teacher. If the DCA is included as a grade, a student has the opportunity to receive reteaching and retesting as outlined above. The teacher must ensure that the retest provided is a paper copy of the Eduphoria-generated DCA given originally.

Late Work

Late work is defined as any assignment that is not submitted on the due date and class period with the exception of make-up work for absences or approved school activities. Students are expected to turn in assignments on time and meet set deadlines from teachers.

In the event of a deadline being missed by a student, the teacher will still need to determine the level to which the student has mastered the content taught. This can be done in one of two ways: 1) allow for the student to turn in the original assignment late, or 2) allow the student to complete an alternate assignment that also measures the student's level of mastery.

For students turning work in late, the following chart should be used to determine the maximum number of points a teacher can deduct from that assignment:

Days Late	Max % of Grade Received by Student	Late Work Grade Chart
1 Class Day	90%	
2 Class Days	80%	
3 Class Days	70%	
More than 3 Class Days	0%	

For students being allowed to demonstrate mastery through the completion of an alternate assignment, that assignment should be submitted before the end of the 3-week grading period and maximum points are available for that assignment.

Makeup Work due to Absences

Makeup Work Guidelines

- Makeup work after an absence is available to all students. Students are responsible for asking teachers for the makeup work upon returning to class and/or accessing the work on the online platform upon their return. Students shall receive credit for satisfactory makeup work after an absence. Any assignment not turned in or assessment not taken within the allotted time should be dealt with under the late work guidelines.
- Exceptions may be granted by the campus administration in extenuating circumstances.
- The number of class days allowed for makeup work to be completed for full credit will be equal to the number of times a class was missed. Extra time may be given at the teacher's discretion.
- A student should not, on the day of returning to instruction, be required to take a quiz or test that was announced during his/her absence.
- Makeup work, including tests, may be an alternate version to assess what the student has learned.
- 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 makeup work.

Makeup Due To Suspension

Teachers must prepare alternative assignments for students who are suspended from regular classes, to be completed upon their return to school. The student is expected to satisfactorily complete the assignments for the period of suspension within the time designated by the makeup work policy.

Extra Credit

All grades entered into a gradebook must be reflective of the student's relative mastery of a given subject. Teachers have the ability to work with students to assess in additional or individualized ways, commonly thought of as "extra credit." Anytime an additional or modified version of an assessment is given to a student, it must be related to the student's demonstration of proficiency. These "extra credit" type assignments may be: 1) used as an additional grade; 2) recorded with a number between 1-100; or 3) used to bolster a previously entered grade on that same goal, without raising the individual grade above a 100.

Course Level Changes

Transferring Between Levels of the Same Course

For class ranking purposes, if a schedule change involving a level change (i.e. AP/Advanced to on-level or on-level to AP/Advanced) occurs at the end of a semester, the grade weight of each course will be determined by the level completed at the end of each semester (i.e. First semester AP/Advanced = quality points at the AP/Advanced level. Second semester of the same course in an on-level class = no quality points).

It is in the best interest of the student and the responsibility of the campus administration to fairly assess the student's need to be withdrawn, to counsel the student to remain in the course until semester, to seek out tutoring and support for academic success in this course, to promote college and career readiness and to provide an accurate and transparent record to any college. Notification of the student's request will be provided to the parent. Upon confirmation that the student will be required to stay in the class, the student may appeal the decision to the principal and request that a campus course placement committee listen to the student's appeal. The student may appeal with permission from the parent. The campus course placement committee will consist of the assistant principal for instruction, a counselor, the course teacher and all other appropriate campus representatives. The campus course placement committee will convene within five (5) school days of the student's appeal to the principal or magnet director, if appropriate. The campus course placement committee will hear the request and determine if there are extreme or extenuating circumstances that would allow the student to withdraw from the course.

Transferring Into an Advanced or AP Course from an On-Level Course

- If a student is moving into an Advanced or AP course from on-level of the same course, the transferring average from the on-level course will transfer as is.

Transferring Into an On-Level Course after the First Semester

- The first semester grade remains as is and is given the appropriate weight for Advanced or AP credit. The second semester grade for the on-level course will receive no additional weight.

Secondary Alternative Grading System for Dual Credit and ECHS¹

The instruction, grading, and assessment policies of Dual Credit and ECHS courses will follow an alternative grading system as dictated by the Institute of Higher Education (IHE). Students should look to the syllabus for each course taken to be sure of specific grading requirements.

NOTE:

If an IHE provides numerical grades, those will be used instead of letter grade conversions.

The following conversion charts are for IHEs that only provide letter grades:

For students graduating through the 2027-2028 school year:

A = 99	B = 89	C = 79
D = 70	F = 65	

For incoming freshmen in the 2025-2026 school year:

A = 95	B = 85	C = 75
D = 70	F = 65	

Dual Credit and ECHS Drops and Withdrawals

When a dual credit student is dropped or withdrawn from an equivalent course, the student will be placed in the high school academic-level of the course with a grade of 60%. If the college course does not have an equivalent high school course, the student will be put in a campus course starting with non-grade, or will be placed in a non-credit course.

Calculation of Semester Average for High School Credit Courses

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.

¹ Due to ambiguity in the grade conversion charts, adjustments have been made to ensure greater clarity and consistency in how grades are converted moving forward and when they go into effect.

Semester/Final Exam

- Semester/final exams administered in all secondary courses at the end of the fall and spring semesters.
- Semester/final exam must be representative of the work of all prior instruction.
- Students enrolled in high school courses may qualify for second semester final exam exemptions.
- Any exceptions to this policy for the administration/exemption of semester/final exams must be made at the department level with principal approval.

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/Final 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%
Final Exam	10%

Final Exam Exemptions for High School Courses

Below is the SMCISD exam exemption policy for final exam exemptions for students enrolled in high school credit courses, including while in middle school.

- Semester final exam exemptions are available in elective courses for the fall semester and academic courses for the spring semester for students that: have a minimum of an 85 second semester average in the high school credit course applicable for exemption
 - No exemptions for semester only courses, e.g. Economics
- an average of 90 or above with not more than 3 absences, or an average of 80-89 with no more than 2 absences for the semester
 - including excused absences such as illness, doctor visits, non-school related absences but
 - excluding college visits per the Higher Education Visits found in the Student-Parent Handbook or school sponsored activities
 - any appeals must be referred to the campus principal
- have no referrals that result in OSS, ISS, DAEP
- have cleared outstanding fines or fees prior to the semester exam

Out-Of-State High School Transfers

The following conversions will be used for students who transfer from out-of-state high schools

with alphabetic grades:

A grade of "A" = 95, a grade of "B" = 85, a grade of "C" = 75, a grade of "D" = 65, and a grade of "F" = 55.

Individual transcripts will be evaluated for Advanced Placement (AP), Advanced, and on-level grade weighting.

Calculation of Year-long Average for Middle and High School Courses

For a two-semester course in which both semesters are completed in the same school year, the semesters will be averaged together. If the final grade averages to 70% or higher, full credit will be awarded, half credit will be awarded each semester.

1st Semester	50%
2nd Semester	50%

Class Rank

Class rank is the academic position a student has in relation to other students in the grade level. The student with the highest rank average is number one in the grade level and the student with the lowest rank average is the last student in the grade level. All other students are ranked in between highest (number one) and lowest (last). Class rank is reported comparing that student to the total number of students in the grade level. Students will receive a higher weighted rank point for the more difficult level courses.

For example, given 250 students in a grade level, the highest ranked student (number one) would be reported as 1 of 250; lowest ranking students would be reported as 250 of 250. Weighted class ranking encourages students to take more challenging academic courses in preparation for further learning after high school. Institutions of higher learning require a student's class rank for admission purposes.

The weighted rank chart found below is used to calculate a student's weighted cumulative rank average and is not reflected in the actual numerical grade recorded for each course on the transcript, or the report card. Actual numerical semester grades are converted to weighted rank points according to the Weighted Class Rank Chart.

Per [\[Board Policy EIE \(LEGAL/LOCAL\)\]](#) - The calculation of class rank shall exclude grades earned in local credit courses and any course for which a pass/fail grade is assigned e.g. office aide, counselor aide, senior release, study hall.

Official class standing reports shall be issued to students each school year. Senior class ranking is calculated at the end of the 3rd nine-weeks. For Dual Credit courses final rank shall be calculated using grades made available by the University at the end of the third nine-week grading period of the senior year. If a numerical grade is not provided by the University, that class will not factor into the student's final rank/GPA.

NOTE:

Partner community colleges or universities may not provide mid-term grades and as a result, dual credit courses with no mid-term grades will not be included in final rank and GPA.

The District shall assign weights to semester grades earned in eligible courses and calculate weighted numerical rank points, in accordance with the following:

Category	Weight
AP, Dual Credit, ECHS	Plus 10
Advanced	Plus 5
On-Level	Plus 0

NOTE:

No points shall be added to failing grades. The District shall record unweighted numerical grades on progress reports, report cards, and student transcripts.

[\[Board Policy EIC \(LOCAL\)\]](#)

University Interscholastic League (UIL) Eligibility

(Refer to UIL website <https://www.uil texas.org/>)

- 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 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.
- A student ineligible to participate in an extra-curricular activity, but enrolled in a state-approved music course that participates in UIL Concert and Sight Reading may perform with the ensemble during the UIL evaluation. Participation in Concert and Sight Reading may be limited as specified in individual program handbooks.

Exemptions for No Pass No Play for Honors, Advanced, AP, Dual Credit, and ECHS

All of the high school Advanced, Advanced, AP, Dual Credit, and ECHS courses qualify for exemptions under the No Pass No Play rule, including high school courses offered at the middle school level. The list of courses that can be exempted from No Pass No Play can be found on the Grade Exemption Waiver form, which must be submitted to and approved by campus administration in order for the exemption to be granted.

Prior to submitting an exemption waiver form, students must achieve a minimum grade of 65 for advanced courses and 60 for AP and DC courses.

Teacher Acknowledgement

San Marcos Consolidated Independent School District Teacher Acknowledgement Form 2025-2026 Grading Guidelines

My signature acknowledges receipt of my personal copy of the Grading Guidelines. I agree to read the document and abide by the standards, policies, and procedures defined or referenced herein. I am aware that the Grading Guidelines manual is available to me online at the district's website located at www.smcisd.net. 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

Signature

Campus/Department

Date

Signed forms are due to your campus principal on or before September 1, 2025.