DECATUR
INDEPENDENT
SCHOOL DISTRICT

2026-2027 Grading Guidelines

EXCELLENCE
ACCOUNTABILITY
GROWTH MINDSET
LISTENING AND LEADERSHIP
EMPATHY

OUR VISION
Strong Roots. Powerful Wings.

OUR MISSION
The Decatur Independent School District is committed to providing a quality education where students will learn digitally, think creatively, and compete globally.

Grading Guidelines....1
Grading/Evidence Of Student Learning....1
Purpose of Grades/Grading Guidelines....1
Student Expectations....1
Academic Dishonesty....1
Academic Dishonesty - Secondary Only....2
Artificial Intelligence (AI)....2
AI Academic Honesty and Integrity....2
AI Acceptable Use....2
Frequency/Number of Grades....3
Grade Penalties....3
Absences and Suspensions....3
Late Work....3
Late Work (Secondary)....4
Failing to Follow Procedures....4
Homework (All Grade Levels)....4
Failing Grades and Zeros....4
Elementary....4
Secondary....4
Re-Teach/Re-Assess/Re-Grade....5
Kindergarten & 1st Grade....5
All Other Grades....5
Makeup Work....5
Makeup Work Because of Absence....5
Extracurricular/Planned Absences....6
DAEP Makeup Work (Grades 9–12)....6
In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work....6
Parent/Teacher Conferences....6
Progress Reporting....6
Promotion/Retention....6
Teacher Expectations....7
Elementary Grading Guidelines....8
Kindergarten and First Grade....8
Grades 2-5....8
Elementary Course Weights....9
Grades 2-5 Dual Language....9
Elementary Time Allotments....10
Secondary Grading Guidelines....11
Course Prerequisites (Secondary)....11
Secondary Course Weights....11
Regular Courses (Middle School)....11
Advanced Courses (Middle School)....11
Regular Courses (High School)....12
Advanced Courses (High School)....12
AP and Dual Courses (High School)....12

Grading Guidelines

Grading/Evidence Of Student Learning

*Refer to EIA (Legal), EIA (Local), EIC (Legal), EIC (Local), EIE (Local), TEC 28.0216

Purpose of Grades/Grading Guidelines

The primary purpose of grades is to measure and communicate what a student knows, understands, and can do as a result of the student's learning; a secondary purpose for grades is to provide teachers with information for instructional planning. Additionally, grading guidelines promote consistency in grading practice throughout the district. The following guidelines will be in place at every campus. Utilizing the following guidelines, campus leadership will meet with each department and/or grade level to establish further grading best practices that focus on student learning (EIA Local). These campus meetings ensure consistency throughout departments and/or grade levels and standardization throughout on-level coursework. Guidelines for grading shall be clearly communicated to teachers, students, and parents (EIA Local).

Grades must reflect a student's relative mastery of a concept/learning goal. There must be a sufficient number of grades taken to support the grade average assigned (EIA Legal/Local). Grades entered for academic work must reflect student achievement and communicate progress to parents. Grades should NOT be given for returning signed papers, attending school functions/events, bringing supplies, etc.

In Decatur ISD, no "minimum grade" will be assigned regardless of the quality of student work, product, or demonstrated mastery. Teachers shall record the actual grade a student earns; there is no minimum grade (EIA Legal/TEC 28.0216).

Grades will not be reduced for disciplinary reasons. Grade penalties are specifically covered in the "Grade Penalties" section.

Because student learning is our non-negotiable goal, we encourage teachers to examine the ability of the student to recover from failing work before assigning a numerical grade. Teachers know their students and are aware of the impact a non-recoverable grade can have on student learning, engagement and participation in the class.

Student Expectations

Each student is expected to:

- Attend all classes: regularly and on time.
- Prepare for each class. Take appropriate materials and assignments to class.
- Maintain honesty and integrity in all issues regarding school work and interaction with teachers and administrators.

Academic Dishonesty

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 (EIA Local). Academic dishonesty includes cheating or copying the work of another student, plagiarism, unauthorized use of artificial intelligence (AI), 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. (EIA Local)

Academic Dishonesty - Secondary Only

To ensure consistency and uphold academic integrity at the secondary level, the following consequences will apply:

- 1st Offense per school year – detention & maximum grade up to 50%
- 2nd Offense per school year – one day of ISS & grade of 0

Artificial Intelligence (AI)

AI Academic Honesty and Integrity

The district aims to ensure that the use of AI is ethical, safe, and aligned with the district's values and academic integrity standards. Under Decatur ISD's Student Code of Conduct and Policy EIA (Local), students may not use unauthorized assistance in their academic work. In the context of academic integrity, AI-generated content will not be considered a student's own work unless explicitly stated by the teacher in accordance with the AI Acceptable Use guidelines.

To ensure ethical use of AI, the following guidelines are established for student AI use, including but not limited to use of: large language models such as ChatGPT, AI-powered writing assistants, chatbots, plagiarism detection, other generative AI programs, and machine learning algorithms. By following these guidelines, the district ensures that AI is used responsibly, enhancing the educational experience while upholding the highest standards of academic integrity

- Ethical Use: Students must use AI tools ethically and in accordance with the school's academic integrity policy. Any attempt of unauthorized use of AI to cheat, misrepresent authorship, or plagiarize will result in academic consequences according to Decatur ISD's grading guidelines, academic dishonesty procedures, and the Student Code of Conduct.
- Disclosure and Citation: All instances of AI-generated content must be credited, referenced, and cited appropriately. Students must disclose when AI tools have been utilized and properly cite any AI-generated content or sources used. Failure to disclose the use of AI tools will be considered academic misconduct.
- Adherence to Policies: Students must maintain academic integrity and adhere to all school academic policies. The use of AI tools does not exempt students from these policies.

AI Acceptable Use

Depending on specific learning objectives, Decatur ISD teachers may permit the use of AI in some cases while prohibiting it in others. In some instances, teachers may allow students to use AI-generated content for such activities as brainstorming, informing revisions, generating review questions or for additional purposes relating to a particular assignment, project, lesson or unit. In other cases, the use of AI to assist with student work may be considered academic dishonesty. Students will be made aware of those distinctions accordingly and are expected to disclose their use of such tools.

Teachers should articulate and/or model examples of proper and improper use of AI tools like ChatGPT. Such examples may include, but are not limited to the following:

Proper Use

- Using prompts to generate ideas for further exploration
- Using prompts to review and discuss content
- Using prompts to elicit feedback on writing assignments
- Using prompts to explain content differently and/or to clarify hard to understand concepts through AI-generated analogies
- Using prompts to suggest outlines and structures as pre-writing activities

Improper Use

- Using prompts to create a completed piece of work to be submitted and graded
- Using pieces of work created by AI and not citing its contribution

See Decatur ISD Artificial Intelligence Position and Guidance for further information on the use of AI in teaching and learning.

Frequency/Number of Grades

The sufficient number of grades for each reporting period is defined below by grade level or course. The minimum number of grades required is differentiated for elementary, middle, and high schools.

Grade Penalties

Teachers may assign a late penalty to any assignment (including projects) turned in after the due date.

If a student refuses to complete a required assignment (not due to absence), the assignment will be graded based on the content completed. If a pattern of incomplete work continues, the teacher will contact the parent or guardian.

Absences and Suspensions

- Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time.
- An * (asterisk) will be entered for a missing grade due to an absence. This does not count against students for the progress report. Students will be given a reasonable amount of time to learn the missed material and demonstrate mastery. It is recommended that the length of absence should determine the amount of time given for make-up work. For example, 3 days of absence equals 3 days to make up work. *See Addendum A - How To Enter Missing Assignments.*
- Upon completion of the assignment within the allotted time frame, the * (asterisk) will be replaced with the earned grade.
- A student who does not make up assigned work within the time allotted may receive a grade of “0” for the assignment as outlined in Makeup Work section.
- A teacher may make exceptions for extenuating circumstances.
- The teacher shall not impose a grade penalty for make-up work after an absence because of suspension.

Late Work

Late work is defined as any assignment (including projects) not turned in when the student arrives to class, when the teacher requests it, or when assignments are collected on the due date. If a student does not have the assignment at that time, then it is subject to the following grading guidelines:

- Any work turned in late (up to one day): 10 point deduction
- Two days late: 20 point deduction
- Three days late: 30 point deduction
- Four or more days late: grade recorded as 0

Teachers may use discretion in applying this policy if there are extenuating circumstances that prevent a student from completing a project/assignment on time. However, projects are expected to be turned in on the assigned due date, and every effort should be made to submit work even if the student is absent.

Late Work (Secondary)
For secondary courses, the following late penalties apply:

MMS On Level & Advanced & DHS On Level
Secondary students will be subject to the following penalties:
1 day late – 10 point grade reduction
2 days late – 20 point grade reduction
3 days late – 30 point grade reduction
4 or more days late – 0

Dual/Advanced Courses (DHS)
Secondary students will be subject to the following penalties:
1-3 days late - maximum grade of a 70
4 or more days late - 0

Teachers reserve the right to extend late deadlines for individual students or entire classes in cases of extenuating circumstances.

Failing to Follow Procedures

Grade penalties may not be applied for failing to follow classroom procedures (for example, no name on paper, failing to turn assignment into the correct location, writing on only one side of paper, not having the proper supplies for class), except when related to Late Work as outlined above. However, this does not exempt students from following specific procedures required to complete a project, task, or assignment.

Homework (All Grade Levels)

The teacher may assign homework or other outside class assignments. These assignments should be relevant and meaningful, and they should strengthen skills or new concepts taught in class. Discretion should be used in making assignments. Extended work such as reports and research papers should have an appropriate number of days in which to be completed. Homework is an acceptable learning technique; it is not mandatory.

Homework assigned, that is not defined in the summative or formative grade categories, will not be included in the nine weeks grade. Please note there may be opportunities when summative or formative assignments originating at school may need to be completed at home for children to demonstrate depth and understanding. In these circumstances, those assignments could be graded. Homework assignments shall not be employed as disciplinary measures.

Failing Grades and Zeros

Elementary
Upon assigning a zero for daily work or other assignments during a grading period, the parent must be contacted by email, in writing, by phone, or in person. This contact must be documented. If the issue persists, a student/parent/teacher conference should be requested. It is also appropriate to consult with the school counselor and/or administrator. Early intervention is essential for student success.

When assigning a failing grade average on a course progress report, the teacher is required to initiate parent contact within three school business days after the report is sent or delivered (day sent = day zero). Contact may be via email, writing, phone, or in person, and all communication must be documented.

Secondary
When assigning a second zero for daily work or other assignments during a grading period, it is highly recommended that the parent be contacted by email, in writing, by phone, or in person.

This contact must be documented.

If the issue persists, a student/parent/teacher conference is to be requested. It is also appropriate to discuss the student's performance with the school counselor and/or administrator. Early intervention is essential for student success.

Re-Teach/Re-Assess/Re-Grade

Kindergarten & 1st Grade

- The rating of N indicates the student is not demonstrating the standard and may require re-teaching/re- assessment and/or further practice opportunities in order to make progress.
- Students must be re-taught through small group, tutoring, etc., before reassessment. Re-teaching strategies include, but are not limited to use of alternate and differentiated materials, collaborative/cooperative learning, hands-on and subject appropriate manipulative materials, computer- assisted/online instruction, multisensory teaching techniques, and presentation of materials in a modified modality (visual aides, taped reading materials, etc.).

All Other Grades

The District may 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 (EIA Legal/Local).

- Formative grades are considered practice and therefore can be retaught and corrected to a maximum score of a "70". In the second attempt, any score over a 70 will be recorded as a 70 in the gradebook.
- Summative grades are considered an indication of mastery of the content. Therefore, students will be retaught and given a retest within 5 days of the first test administration. The two tests will be averaged with the highest possible score of a "70".
- Students must be re-taught through small groups, tutoring, peers teaming, etc.… before re-assessment. Re-teaching strategies include, but are not limited to: use of alternate and differentiated materials, collaborative/cooperative learning, hands-on and subject appropriate manipulative materials, computer-assisted/online instruction, multisensory teaching techniques, and presentation of materials in a modified modality (visual aids, taped reading materials, etc…).

Other opportunities for re-teach, retest, or test corrections for formative grades may be offered at teacher discretion per course guidelines. Re-teach/Re-test may have to occur outside of the school day.

Makeup Work

Makeup Work Because of Absence

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.
Students will be permitted to make up tests and submit projects due in any class missed because of an absence. Tests and projects assigned prior to the absence are generally due or must be completed on the day the student returns. Teachers may consider extenuating circumstances and adjust deadlines as needed.

If a student fails to turn in a project or complete a test within the expected timeline upon return, the late work policy outlined in the Grade Penalties section will apply.

Extracurricular/Planned Absences

Students are expected to notify teachers in advance of any planned absences, including those related to extracurricular activities. When possible, students should request and complete assignments prior to the absence or shortly after returning.

For extracurricular absences, students may be given required assignments in advance and must submit the work within one school day following the absence.

DAEP Makeup Work (Grades 9–12)

A high school student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work

If a student is sent to ISS the work will be completed the assigned day. If OSS the student will have one day to complete the required assignments for each day assigned to OSS. If a student is sent to DAEP, the district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school.

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

Parent/Teacher Conferences

All parent/teacher conferences should be documented and provide information about the child's progress in school. Parents or teachers may request additional conferences. Teachers of young children should have conferences with parents a minimum of once every year.

Progress Reporting

Parents have ongoing access to Skyward Family Access providing them timely information regarding the progress of their student. Beginning in 2nd grade, progress reports will be provided twice during the nine-week grading period. Report cards will be available at the end of each nine week grading period for all grade levels.

Promotion/Retention

Promotion from Kindergarten to first grade and first grade to second grade shall be based on mastery of the grade- level standards (essential knowledge and skills) as demonstrated through skills observed/assessed by the teacher, individual student work, and portfolios/collections of each student's work (EIE Local). In a circumstance where student retention is under consideration, campus personnel should take into consideration:

- Specific standards in which the student received a level of N (Not Demonstrating Standard)
- Evidence of learning demonstrated through individual student work and teacher observation
- Additional support provided through response to intervention

Promotion in second through fifth grades shall be based on a student attaining for the year an overall average of 70 or above in the combined areas of language arts, mathematics, science, and social studies. In addition, a student must maintain an overall 70 or above in three of the following areas: language arts, mathematics, science, and social studies. (EIE Local)

Teacher Expectations

Every teacher must maintain honesty and integrity in all matters related to school work, grading, and interactions with students. Providing timely and transparent feedback to students and parents is critical to the learning process.

Elementary teachers must enter grades into the electronic gradebook, viewable to parents, within 72 hours of the due date. Timely and transparent feedback is essential to student learning and parent communication.

Secondary teachers must update grades in the online gradebook by Tuesday of each week. In addition, they are expected to assign, assess, and update a minimum of three formative grades and one summative grade by each three-week period within the nine-week grading cycle.

Elementary Grading Guidelines

Kindergarten and First Grade

Standards Based Grading provides the foundation for reporting student progress and achievement in Pre-Kindergarten and Kindergarten. Student learning is based on standards established by the Texas Pre-K Guidelines and Texas Essential Knowledge and Skills. Assessment of student learning occurs through teacher observation of students engaged in individual, partner, small group, and whole group activities that occur throughout authentic classroom experiences. Multiple samples or photographs of student work, anecdotal notes and/or skill checklists are reviewed by teachers at the end of each grading period for comparison to end of year criteria. The district does not have a requirement for a minimum/maximum number of grades to be recorded for kindergarten students. Teachers are to gather information on student performance and report progress.

Grades 2-5

Summative Grades/Summative Assessments – The minimum number of summative grades per nine-week grading period in each of the following is as follows:

Reading/Language Composition - 3
Math - 3
Science/Health - 4
Social Studies - 4

- Performance tasks/performance based assessment
- Content exams (including performance based content tasks/assessments)
- Research projects/papers (final product)
- Special projects (performances, speeches, presentations)
- Multimedia student created work
- Written compositions
- Portfolios

Formative Grades/Formative Assessments – The minimum number of formative grades per nine-week grading period in each of the following is as follows:

Reading/Language Composition - 9
Math - 9
Science/Health - 5
Social Studies - 5

- Interim work for projects/performance based assessments
- Hands-on activities/labs
- Class/group work learning (cooperative learning, etc.)
- Learning centers/workstations
- Speech/communication/presentation skill
- Lab reports
- Computer activities
- Word study (tests or assignments)
- Quizzes
- Journals
- Writing process (prewriting, drafting, revising, editing, publishing)
- Informal compositions
- Portfolios

Elementary Course Weights

For each nine-week grading cycle, in each class, students will be given daily grades and summative assessments (major project) grades, one of which may be a nine-week assessment. In 2nd grade each foundation course will have non-weighted grades. The weighting for grade levels 3-5 are as follows:

- **Twenty percent (**20%**)** of a grade shall be based on summative activities such as major projects, cumulative assignments and tests. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component of the project.
- **Eighty percent** (80%) of a grade shall be based on formative activities such as class work, daily assignments, and/or quizzes. These grades should be a balanced representation of the types of work **c**ompleted during the course of the nine weeks.

Grades 2-5			
Content	**Total Number of Grades**	**Minimum Allotment**	
	Total / 9 weeks	**Formative**	**Summative**
Math	**12**	**9**	**3**
Science	**9**	**5**	**4**
Social Studies	**9**	**5**	**4**
Reading/ELA	**6**	**4**	**2**
Phonics/Word Study	**3**	**3**	**0**
Composition	**3**	**2**	**1**

Grades 2-5 Dual Language

Dual language report card preparation should reflect the student's work and progress in English and in Spanish. In the content areas, English Language Arts and Spanish Language Arts, the student should receive grades based on their work in each area with linguistic accommodations when appropriate. In content areas where student grades are assigned and the content work is completed in both languages, the grades in each language are combined to account for one grade on the report card.

Grades 2-5 Dual Language					
Content	**Total Number of Grades / 9 weeks**	***Number of Grades per Language***			
		Spanish		***English***	
		Formative	**Summative**	**Formative**	**Summative**
Math DL	**12**	**0**	**0**	**8**	**4**
Science DL	**9**	**0**	**0**	**5**	**4**
Social Studies DL	**8**	**4**	**4**	**0**	**0**
Reading ELA/SLA	**6**	**3**	**1**	**1**	**1**
Phonics/Word Study	**3**	**1**	**1**	**1**	**0**
Composition	**3**	**1**	**1**	**1**	**0**

Elementary Time Allotments

The daily recommendations are designed to allow adequate time for students to engage with and master the Texas Essential Knowledge and Skills (TEKS) across all subject areas. These instructional schedules provide guidance for teachers and help ensure consistency and stability throughout the student's day. However, schedules should remain flexible to accommodate the integrated nature of learning. The amount of time dedicated to each content area may vary from day to day or week to week based on student needs and instructional priorities.

The chart herein provides general guidance for developing a balanced daily schedule for the elementary school day. The ranges in instructional minutes allow campuses the flexibility to determine specific intervention and enrichment time allocations as needed.

In support of digital literacy and the integration of the Technology Applications TEKS, a 30-minute Technology and Digital Skills time allotment has been added to the recommended daily schedule for the 2025-26 school year. This dedicated time provides students with equitable access to instruction in areas such as keyboarding, digital citizenship, productivity tools, and foundational technology skills.

As the district transitions to a 4-day instructional week, daily instructional minutes have been adjusted accordingly to ensure compliance with state-required annual instructional time. These revised daily time allotments maintain a focus on core academic content, intervention, enrichment, and digital learning while allowing campuses to meet student needs in a developmentally appropriate and flexible manner.

GRADES K-5 DAILY TIME ALLOTMENT RECOMMENDATIONS	
Daily Time Allotment	**Content Area/Activities**
155 minutes	English/Spanish Language Arts - (30 Min. Intervention)
30 minutes	Social Studies
120 minutes	Math - (30 Min. Intervention)
55 minutes	Science
330-345 minutes	***Total Core Content Minutes***
60 minutes	Lunch/Recess
30-45 minutes	Specials Rotation
30 minutes	Physical Education
30 minutes	Technology Applications & Digital Skills
150-165 minutes	***Total Other Minutes***
495 minutes	**Total Daily Minutes Available**

Secondary Grading Guidelines

Course Prerequisites (Secondary)

Advanced and Advanced Placement (AP) courses are more rigorous and instruction is delivered at a faster pace to cover all required content. Therefore, due to the additional time and complexity of these courses, to enroll, students must meet 3 out of the 4 criteria listed below:

Middle School:

1. Minimum cumulative GPA of 85% during prior year of core content instruction.
2. Verification of criteria and parent signature of acknowledgement form completed.
3. Minimum of 90% attendance met during prior year of instruction.
4. For the prior year STAAR exam related to the course, achieve a minimum score of Approaches.

High School:

1. Minimum cumulative GPA of 80% in advanced courses or 85% in on-level courses during prior year of core content instruction.
2. Verification of criteria and parent signature of acknowledgement form completed.
3. Minimum of 90% attendance met during prior year of instruction.
4. For the prior year STAAR exam related to the course, achieve a minimum score of Approaches.

In addition, some AP courses may require summer projects to be completed prior to the start of the school year.

Secondary Course Weights

For each nine-week grading cycle, in each class, students will be given a minimum of 9 formative grades and 3 summative assessments (major project) grades, one of which may be a nine-week assessment. The weighting for courses at the high school by course type are as follows:

Regular Courses (Middle School)

- **Forty percent (**40%**)** of a grade shall be based on summative activities such as major projects, cumulative assignments and tests. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component of the project.
- **Sixty percent** (60%) of a grade shall be based on formative activities such as class work, daily assignments, quizzes and/or homework. These grades should be a balanced representation of the types of work **c**ompleted during the course of the nine weeks.

Advanced Courses (Middle School)

- **Sixty percent (**60%**)** of a grade shall be based on summative activities such as major projects, cumulative assignments and tests. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component of the project.
- **Forty percent** (40%) of a grade shall be based on formative activities such as class work, daily assignments, quizzes and/or homework. These grades should be a balanced representation of the types of work **c**ompleted during the course of the nine weeks.

Regular Courses (High School)

- **Fifty percent (**50%**)** of a grade shall be based on summative activities such as major projects, cumulative assignments and tests. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component of the project.
- **Fifty percent** (50%) of a grade shall be based on formative activities such as class work, daily assignments, quizzes and/or homework. These grades should be a balanced representation of the types of work **c**ompleted during the course of the nine weeks.

Advanced Courses (High School)

- **Sixty percent (**60%**)** of a grade shall be based on summative activities such as major projects, cumulative assignments and tests. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component of the project.
- **Forty percent** (40%) of a grade shall be based on formative activities such as class work, daily assignments, quizzes and/or homework. These grades should be a balanced representation of the types of work **c**ompleted during the course of the nine weeks.

AP and Dual Courses (High School)

- **Seventy percent (**70%**)** of a grade shall be based on summative activities such as major projects, cumulative assignments and tests. Major or long-term projects should be closely monitored and assigned two or three formative grades at set intervals prior to the summative grade. If a project or assignment merits more than one summative grade (multiple grades), each grade should represent a different component of the project.
- **Thirty percent** (30%) of a grade shall be based on formative activities such as class work, daily assignments, quizzes and/or homework. These grades should be a balanced representation of the types of work **c**ompleted during the course of the nine weeks.

For further information on academic achievement, class rankings, and graduation requirements, see EIC Local or DISD Student Handbook: Class Rank/Highest-Ranking Student.

- Addendum A -

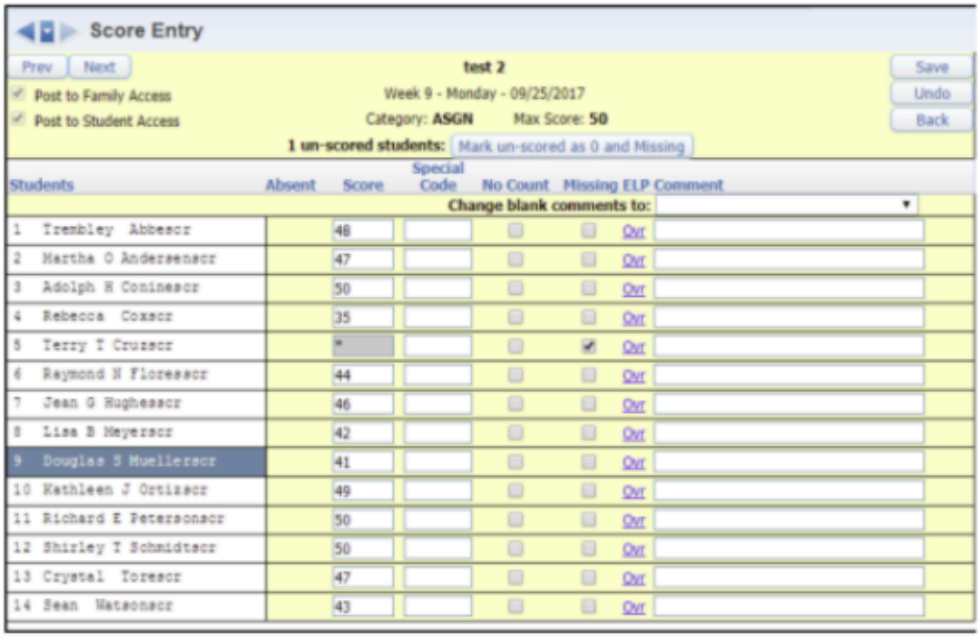
How to Enter Missing Assignments

For a grade to reflect a missing assignment, **an asterisk (*) indicates the value does not count for or against the student grade**.

In order for an assignment to display **as missing** in **Family Access** and **Student Access**, the **box for Missing** must be checked.

If you want an unsubmitted or unscored assignment to affect the student's grade, you must enter 0 for the assignment score.

Scoring Individual Students



Missing or No Count Box

• Missing - You can check the Missing box to indicate that the assignment has not been turned in yet. *By selecting the Missing box, the assignment doesn't count against the student's grade*. In order for the student's grade to reflect the missing assignment, you will need to enter in a score of zero.

• No Count - You can check the No Count box if any student is exempt from the assignment. By selecting the *No Count box, the assignment doesn't count for or against the student's grade*.