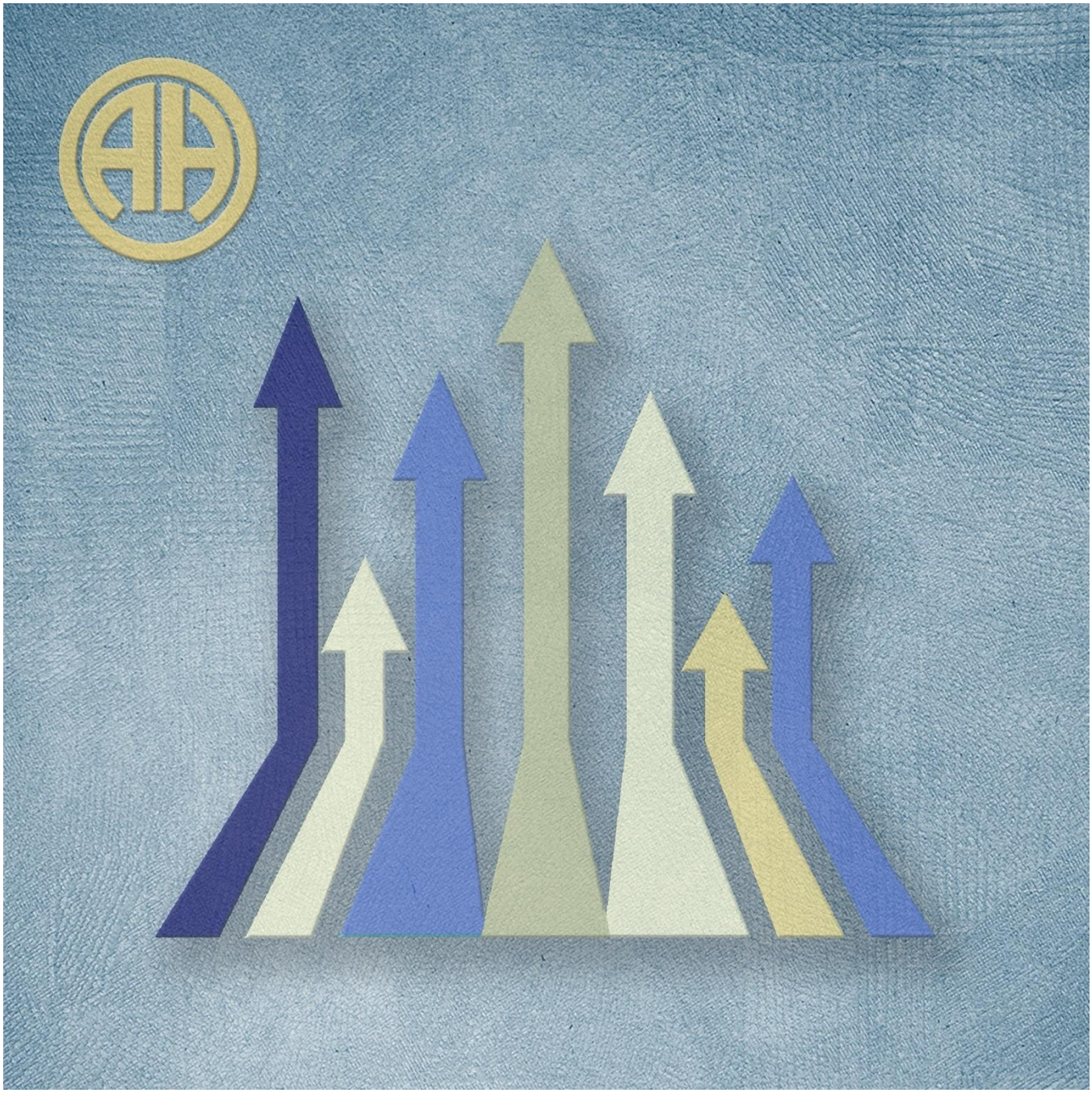


Alamo Heights ISD

2026-2027 Grading Guidelines

Updated 10/1/2026

AHISD Curriculum and Instruction Department

We are dedicated to the goal of providing a guaranteed and viable curriculum for all AHISD students. We believe all students deserve rigorous curriculum and engaging instruction. Our goal is to provide the leadership, resources, support, and professional development necessary to lead all students to high achievement.

AHISD Administration

Dr. Dana Bashara, Superintendent of Schools
Dr. Frank Alfaro, Assistant Superintendent for Administrative Services
Dr. Jimmie Walker, Assistant Superintendent for Curriculum and Instruction
Mr. Matt Streger, Chief Financial Officer
Dr. Yadira Palacios, Director of Teaching and Learning
Mrs. Natalie Brown, Director of Special Education
Mr. Brian Grenier, Director of Technology
Mr. Sean Reno, Director of Athletics
Ms. Julie Ann Matonis, Director of Communications
Mrs. Cory Smith, High School Principal
Dr. Stuart Guthrie, Junior School Principal
Dr. Adriana Hernandez, Howard Principal
Mrs. Salena Valdes, Woodridge Principal
Mrs. Yvonne Muñoz, Cambridge Principal
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Introduction

Grading policies and the procedures used to evaluate student learning are a prominent topic within our national discourse. In the 2018-2019 school year, AHISD conducted three Grading Symposiums with over 160 parents, faculty members, and students in attendance. The work and conversation centered on the questions of how to ensure that our grades are accurate and support student learning. Our AHISD Profile of a Learner challenges us to ensure that all of our students possess and demonstrate the knowledge, skills, and mindsets to be globally competitive and committed to adding value to our community and the larger world.

Aligning our grading procedures to our Profile of a Learner does not involve just one big change, but rather numerous small improvements over the next several years. The AHISD Grading Guidelines have changed to include updated multiplier and GPA information and adjustments to the reteach and redo requirements. Our goal throughout this work is to continue to engage in extensive community dialogue through a careful process of deliberate, deep, and broad engagement of stakeholders, including students, parents, faculty, and Trustees. The work from the Symposiums and campus-level discussions are compiled into these K-12 Grading Guidelines. These guidelines serve as a starting place for continued conversations about our grading procedures. Each year, as our work with grading procedures continues, we will include additional information and procedures in the K-12 Grading Guidelines.

Mission Statement

The Alamo Heights Independent School District, the heart of our community whose passion is excellence, will educate and empower every student to excel academically and as a confident, compassionate citizen with impeccable character and a global perspective through engaging, personally challenging, and relevant experiences that inspire learning for life.

Education Code 28.0216 (State Law) and EIA (Legal) AHISD Board Policy

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

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

EIA (Local) AHISD Board Policy

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.

Grading and Reporting

Grading is the process teachers use to measure student progress towards mastery of grade level TEKS. This process should include clear and consistent feedback to students to help them take ownership for their own learning goals.

Reporting is the process teachers used to communicate information to parents/guardians and students about mastery and progress towards mastery of content and skills. Reporting includes formal reporting such as report cards, progress reports, fall and spring conferences, and checklists (K-2). Reporting also includes informal reporting through anecdotal notes, emails, telephone conversations and additional conferences.

AHISD True North

Among other things, the AHISD Profile of a Learner envisions that each student
"Masters a broad and rich curriculum" & "Develops a healthy sense of self"
These two goals are essential for establishing a true north for grading, a guide for ideal conditions. While there are some definitive non-negotiable grading fundamentals, most decisions about when to grade, how to grade, and what to grade vary from teacher to teacher. What one perceives as ideal may not be ideal for another. Establishing a true north prevents teachers from losing sight of big ideas that lead students to master a broad and rich curriculum and develop a healthy sense of self.

Masters a Broad and Rich Curriculum

ACCURACY- Does this grading practice accurately reflect content mastery?

- The accuracy of grades depends on the quality of assessments and the teacher's ability to interpret the results.
- Grades must be a reflection of student proficiency, not a reward for compliance.
- Grades need to be valid.

Develops a Healthy Sense of Self

CONFIDENCE- Does this grading practice promote student confidence?

- There is a strong relationship between grading and emotions for all of us, including students.
- A focus on confidence is not about inflating self-esteem, a sense of entitlement, or an arrogant approach to learning.
- Self-efficacy and confidence contribute to the amount of effort a student is willing to put into a task.
- Confidence is about optimism, based on past achievement and effort, that develops when students believe success is possible, even if it is not immediate.
- When students are confident, they exhibit grit and persevere, even when learning is challenging.

Grading Tenets

Grading Tenets serve as parameters to guide our instructional practices and to keep us on the road and moving forward toward True North.

1. PURPOSE: The primary purpose of assessment and grading is to aid learning.
2. ACCURACY: The AHISD grading system ensures that students, families, teachers, counselors, and support specialists have the accurate information they need to make important decisions about a student's education.
3. ACCURACY: The AHISD grading system measures, reports, and documents student progress and proficiency against TEKS learning objectives and/or college and College Board Advanced Placement (AP) standards.
4. ACCURACY: Grades are only as accurate as the assessments they are based on and the accurate inferences and interpretations by the teacher examining the evidence.
5. ACCURACY: The AHISD grading system measures, reports, and documents academic progress and achievement *separately from* work habits, character traits, and behaviors, so that educators, counselors, parents, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs.
6. ACCURACY: The AHISD grading system ensures accuracy and consistency in the assessment of learning, and in the assignment of grades and proficiency levels against the *same learning* standards, across students, teachers, assessments, learning experiences, content areas, evaluations, and time.
7. CONFIDENCE: The grading system is *not* used as a form of coercion or compliance. What matters most is where students end up—not where they started out. Meeting and exceeding challenging learning standards defines success, and the best grading systems motivate students to work harder, overcome failures, and excel academically.

AHISD Guiding Practices

Grading Tenet # 1 **PURPOSE: The primary purpose of assessment and grading is to aid learning.**
RECOMMENDED
Communicating learning objectives to students. Note: Language Objectives are required in all Bilingual, Spanish Immersion, Dual Language, and ESL classrooms.
Sharing exemplars of strong work aligned to learning objectives.
Providing students with clear and compelling product standards before work begins.
Co-constructing success criteria with students before work begins.
Providing timely, descriptive, and actionable feedback to students. This should let students know where they are in comparison to the learning objective and what they need to do to reach the next goal.
Entering scores for formative (practice) assignments into Skyward with a weight of 0.
Entering weighted scores into the gradebook after students have had time to practice, receive feedback, and adjust their performance.
Explicitly teaching students how to set goals and self-reflect.

NOT RECOMMENDED
Giving feedback only in the form of a single score or grade without accompanying verbal feedback.
Providing only minimal and general feedback such as a check mark, "good job", or smiley face.
Providing only completion grades without feedback.
Taking a weighted grade on formative assignments such as a pre-test or initial practice work.
Providing students lengthy feedback without the needed time and support for students to make improvements based on the feedback.
Averaging students' first and second attempts or reducing a grade solely because it was a second attempt.
Increasing a student's grade solely for completing more (of the same) work or putting in more time.
Assigning a grade on an activity or performance rather than against TEKS learning objectives and/or college and AP standards (i.e. giving a grade for completing a poster rather than on the demonstration of mastery toward learning objectives reflected on the poster.)
Assigning work or tasks to students that is not directly aligned to TEKS learning objectives and/or college and AP standards

Grading Tenet #2 **ACCURACY: The AHISD grading system ensures that students, families, teachers, counselors, and support specialists have the accurate information they need to make important decisions about a student's education.**
RECOMMENDED
Grades entered into Skyward within 5 school days for daily or routine grades.
Grades entered into Skyward within 10 days for major assessments that include a lengthy written or detailed component.
Communicating with administrators, parents, and students if a specific assignment will require more than 10 school days to grade. This exception is reserved for very lengthy (greater than 10 pages) written work or highly detailed tasks that require significant time to grade and provide feedback.
Providing students lengthy feedback without the needed time and support for students to make improvements based on the feedback.
Grade in Skyward should be current and viewable to parents.
Phone calls and direct face-to-face communication to and from parents when there are concerns and problems.
Ongoing and consistent communication with parents focuses on strengths and areas of needed growth for individual students in terms of learning objectives.
Deadlines for reporting periods are anticipated and always met by the teacher.
Communicate with students the date in which a grade for the assignment will be posted.

NOT RECOMMENDED
Holding graded work until the end of a grading cycle to enter all at once into Teacher Access Center (TAC).
Limiting communication with parents about concerns and problems to a mode that does not allow for two-way communication such as notes home or emails.
Relying on feedback in Google Classroom and or Skyward as the only means of ongoing feedback to students or parents.
Supplying written summary notes in lieu of attending a parent conference, 504 meeting, or ARD. Scheduling of meetings may limit face-to-face availability of some teaching faculty, but every effort should be made to attend all parent meetings.

Grading Tenet #3 **ACCURACY: The AHISD grading system measures, reports, and documents student progress and proficiency against TEKS learning objectives and/or college and AP standards.**
RECOMMENDED
Aligning all assignments to the corresponding assessed learning objectives in the Year at a Glance document.
Sharing learning objectives and targeted standards with students prior to the work.
Providing additional support for students not meeting learning objectives and targeted standards.
Giving students multiple opportunities to demonstrate mastery toward learning objectives and targeted standards.

NOT RECOMMENDED
Assigning a grade on an activity or performance rather than against TEKS learning objectives and/or college and AP standards (i.e. giving a grade for completing a poster rather than on the demonstration of mastery toward learning objectives reflected on the poster.)
Assigning work or tasks to students that is not directly aligned to TEKS learning objectives and/or college and AP standards.

Grading Tenet #4 **ACCURACY: Grades are only as accurate as the assessments they are based on and the accurate inferences and interpretations by the teacher examining the evidence.**
RECOMMENDED
Academic teams create common rubrics based on learning objectives for grading and collaboratively score anchor assignments/tasks/performances.
Regular collaboration among teams when using scoring rubrics.
Vertical teams review assignments for learning objective alignment.

NOT RECOMMENDED
Grading large amounts of work in isolation without feedback from teaching peers.
Grading large amounts of work without consistently referring back to a product standard, rubric, or exemplar to maintain fidelity to learning objectives.

Grading Tenet #5 **ACCURACY: The AHISD grading system measures, reports, and documents academic progress and achievement *separately* from work habits, character traits, and behaviors, so that educators, counselors, parents, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs.**
RECOMMENDED
Separating achievement grades from conduct, work completion, and collaboration.
Using comment codes on reporting documents to communicate information about behavior and work habits.
Elementary- Using conference notes to provide parents with information about behavior and work habits.
Entering an I for incomplete in Skyward and then requiring the student to complete the work.
Providing interventions for students not meeting academic, behavioral, and/or work habit expectations.
Teaching appropriate classroom expectations for behavior, work completion, and ability to work collaboratively.
Providing reinforcement and ongoing descriptive feedback on conduct, work completion, and collaboration.

NOT RECOMMENDED
Deducting points from a grade as a consequence for talking or noncompliant behavior.
Giving points for criteria not associated with course expectations or state standards linked to the assignment, task, or performance (neatness, effort, participation, etc.)
Giving points for signed papers, meeting deadlines, or bringing supplies.
Giving points for attending an after-school performance or event not associated with course expectations or state standards linked to the assignment/task/ or performance.
Giving completion grades.

Grading Tenet #6 **EQUITY: The AHISD grading system ensures accuracy and consistency in the assessment of learning, and in the assignment of grades and proficiency levels against the same learning standards, across all students, teachers, assessments, learning experiences, content areas, and time.**
RECOMMENDED
Based on AHISD Curriculum YAGs, curriculum teams (grade-level or content-based) establish consistent assessment opportunities for students and common scoring guidelines based on learning objectives.
Working with curriculum teams (grade-level or content-based) to plan for upcoming units of study and to preview common assessments and performance-based assignments.
Aligning all assignments to specific TEKS or college-level standards.
Collaboratively scoring unit assessments, performance tasks, and culminating events based on mastery of learning objectives.
Separating achievement grades from conduct, work completion, and collaboration.

NOT RECOMMENDED
Working in isolation when planning an upcoming unit.
Grading large amounts of work in isolation from feedback from teaching peers.
Scoring subjective tasks without a clear rubric based on learning objectives.

Grading Tenet #7 **CONFIDENCE: The grading system is not used as a form of coercion or compliance. What matters most is where students end up—not where they started out. Meeting and exceeding challenging standards defines success, and the best grading systems motivate students to work harder, overcome failures, and excel academically.**
RECOMMENDED
Understanding productive struggle.
Providing students with feedback, allowing them to learn from the feedback, and resubmit their work
Understanding how to use a student's Zone of Proximal Development (ZPD) to provide an appropriate level of challenge, while providing access to grade level content.
Ensuring that course work is personally challenging for each student.
Designing meaningful homework to achieve specific learning objectives.

Communication with our students about outside responsibilities is a healthy part of give and take with assignments (i.e. – Major concerts, out of state competitions, playoff games, etc.).

NOT RECOMMENDED
Presuming that challenge is based on the management or amount of work.
Ignoring the time demands inherent in taking AP courses.

Opportunities to Improve over Prior Performance

Allowing students to improve their performance related to learning objectives is a highly effective, research-based approach (Wormeli, 2011).

Providing students with additional learning opportunities throughout a unit supports best practices in student learning and better prepares students for college and career readiness. Students increase their level of understanding by receiving and acting on descriptive feedback through multiple attempts at mastery of learning objectives (Hattie, 2009).

Administrators will establish guidelines for opportunities for students to improve over prior performance. This guidance will include which assignments can be redone, the number of opportunities, and the length of time to submit. Opportunities to improve over prior performance may occur partially or entirely in a different format, as determined by the teacher. The teacher will work with the students to determine the best time for the reteaching to occur, generally during the school day.

Opportunities to improve over prior performance are identified by the teacher and provided equitably to all students, if they meet the following requirements:

- Completed original assignment
- There were no academic integrity issues
- Completed all reteaching/relearning activities, as determined by the teacher.

Expectations for Opportunities to Improve over Prior Performance

In alignment with our Profile of a Learner, AHISD believes learners should maximize their resources to expand their learning and to value the learning that comes from failure. For our students to achieve these things, we believe students should be given opportunities to re-assess their mastery of content standards on assessments within the learning unit, provided the student fulfills the requirements for reassessment as outlined in the project. A learning unit is the time frame in which standards which will be assessed are taught.

Providing students with additional learning opportunities throughout a unit supports best practices in student learning. Students have the opportunity to increase their level of understanding by receiving and acting on descriptive feedback. The purpose of reteaching is not to master an assignment but rather to demonstrate mastery of specific concepts; therefore, a redo may take varying formats.

Reassessment Guidelines

1. Semester exams are ineligible for reassessment.
2. Long-term assignments (over a week, including checkpoints with teacher feedback prior to final due date) are ineligible for reassessment.
3. Course pretests and final posttest are ineligible for reassessment.
4. While reteaching occurs consistently, ES and JS students are only provided two opportunities for reassessment per nine weeks per course or content area, and HS students are only provided one opportunity for reassessment per nine weeks.
5. Corrections alone are insufficient to count as reassessment and are not acceptable.
6. The original grade will be replaced with the most recent grade, even if it is lower than the original grade.
7. Based on the levels of proficiency already demonstrated on the first assessment, the reassessment format may be different from the original assessment: test corrections, oral defense of content, paper submittal, and other forms of assessment. Final decisions about reassessment are based upon the professional judgment of teachers.
8. Dual Credit and On Ramps courses are exempt for reassessment as they are bound by the college/university grading criteria. (AHHS Only)

This balances opportunity to improve with developing skills for life, such as time management and personal responsibility with manageability for teachers.

Students Failing a Course

In addition to the allowance for students to reassess 1 (HS) or 2 (ES/JS) assignments per nine-weeks, students who are failing a class are eligible for additional opportunities to relearn and reassess content.

Providing additional opportunities for students who are failing a class to relearn and reassess assignments up to a 70 grade ensures they can still master essential skills while maintaining accountability. This approach encourages learning and improvement, allowing struggling students to catch up without giving an unfair advantage. Limiting reassessments to a 70 grade balances support with fairness, motivating students to perform well on their first attempt while still offering a chance for those needing extra help to pass. Grade content teams will have consistent expectations for when and how students failing a course are provided with additional support.

Additional Forms of Academic Credit

Concurrent Credit

Specific AHHS classes may award credit for two academic courses when the standards for the two classes can be taught simultaneously. Examples include awarding PE credit for Marching Band, Cheer or Dance as well as awarding Professional Communication (speech) credit for Debate or Incubator class. When this occurs, the student will receive a numerical grade for the class for which they are enrolled and receive transcript credit for the concurrent course.

Proficiency Credit

World Languages is the only department to award course credit based on skill proficiency. Students take a language proficiency test and are placed in a World Language course at their commensurate skill level. Upon successful completion of the course, students earn transcript course credit for the lower course level/s. No more than two courses can be awarded through proficiency credit in World Languages.

Students who participate in elementary Spanish Immersion and Dual Language programs through 5th grade, can enter World Languages at the Spanish II level. Upon successful completion of Spanish II, Junior School students will be awarded high school transcript credit for Spanish I as well as a numerical grade for Spanish II. Students who want to earn proficiency credit in other departments (English, Math, etc.) should use the Credit by Exam process.

Credit Recovery

Students who previously failed a course, may enroll in the course again to earn the credit needed for graduation. Edgenuity is the primary source for credit recovery. Students will receive numerical grades through Edgenuity. Upon successful completion of a credit recovery course, students will be awarded transcript credit for the course, but the original failing grade will remain on the transcript and included in GPA calculations.

Outside Credit

Students enrolled in AHISD who wish to take courses for high school credit outside of AHISD must first obtain approval through the high school counseling office. Approved courses taken outside of AHISD may be included on the high school transcript as credit-only. Numeric grades from courses taken outside of AHISD will not be included in GPA calculations.

Reporting and Parent Conferences

Communication with parents is an essential part of the student-parent-teacher partnership. Teachers continually communicate student progress both formally and informally.

Report Cards

Elementary report cards are issued to students four times a year at the end of each nine-week period in October, January, March and May. Secondary report cards are available via HAC to all students four times a year at the end of each nine-week period in October, January, March and May.

- Elementary: Checklists (K-2) and report cards (3-5) demonstrate the academic progress students are making in the form of narrative comments and accompanying grades. In grades 3-5, student transcripts show only letter grades at the end of each semester. All student reports are available on Home Access Center (HAC) in grades 3-5 and Aware in grades K-2.
- Junior School: Report cards demonstrate the academic progress students are making in their courses in the form of written comments and accompanying grades. Student transcripts show numerical grades at the end of each semester. Absences and tardies are also noted. All student reports are available on Home Access Center (HAC).
- High School: Report cards demonstrate the academic progress students are making in their courses in the form of written comments and accompanying grades. Student transcripts show numerical grades at the end of each semester. GPA, absences and tardies are also noted. All student reports are available on Home Access Center (HAC).

Progress Reports

Progress reports are intended to promote communication that allows parents, students, and teachers to develop an intervention strategy for a struggling student or to provide positive feedback related to student performance, attitude, or contributions to the classroom or school.

- Elementary: Beginning in 1st grade, progress reports are issued four times a year in September, November, February and April. Progress reports will include a grade notation and teachers may include commentary specific on students' progress.
- Junior School: Progress reports are issued eight times a year in the months of September, November, December, January, February, April and May. Progress reports will include a numerical grade and teachers may include commentary specific to your students' progress.
- High School: Progress reports are issued eight times a year in the months of September, November, December, January, February, April and May. Progress reports will include a numerical grade and teachers may include commentary specific to your students' progress.

Parent Conferences

Conferences between parents and teachers are very helpful in creating an understanding with regard to educational goals and objectives, solving problem situations, developing plans for helping students at home, and informing parents of student progress. A Texas requirement calls for schools to provide parents with at least two opportunities each year to meet in person with their child's teachers.

- **Elementary School:** Parent conferences are held twice a year in October and March. At these conferences, report cards and student progress are reviewed by the teacher and parents. Additional conferences may be scheduled.
- **Middle School:** Outside of the specific time windows designated for conferences, parents are encouraged to make appointments for conferences with staff members at any time during the school year. Parents are encouraged to request conferences periodically, especially if problems are indicated.
- **High School:** Outside of the specific time windows designated for conferences, parents are encouraged to make appointments for conferences with staff members at any time during the school year. Teachers may occasionally wish to speak with parents by telephone or in person, especially when circumstances require discussion or clarification. Students should also learn how to advocate for themselves as part of our Profile of a Learning: (Employee Skills for Life and Collaborate and Communicate). When in doubt, a student should request a meeting with the teacher to clarify learning gaps/expectations.

Grading Symbols

Grades PK-2 Grading Symbols

Students in grades Pre-Kindergarten- Second Grade receive a standards-based checklist. Learning objectives in the areas of language arts, math, science, social studies, physical education and personal/social skills are all evaluated using a three-point scale. The symbols are listed below.

I Skill is performed consistently and independently

D Skill is developing as expected

R Reinforcement of the skill is needed

PK-5 Effort, Work Habits, Social Skills

Effort, work habits, social skills and grades in art, music and PE will be evaluated using the following symbols:

E **Excellent**

Child consistently demonstrates outstanding effort/behavior.

S+ **Above Average**

Child demonstrates above average effort/behavior.

S **Satisfactory**

Child exhibits the effort/behavior expected for his/her grade level.

N **Needs Reinforcement/Improvement**

Child rarely exhibits effort/behavior typical for his/her grade level. Teachers must inform parents of areas in which a student needs improvement by using comment codes.

U **Unsatisfactory**

Child does not exhibit effort/behavior typical for his/her grade level. Note: Teachers must inform parents of areas in which a student needs improvement by using comment codes.

Grades 3-12 Grading Symbols

Numerical grades will be used to evaluate progress of elementary reading, written and oral communication, mathematics, social studies, and science, as well as secondary courses.

90-100 – Demonstrates mastery of course content and expectations, showing thorough understanding and application of the material.
80-89 – Meets course expectations, consistently showing solid understanding and competency in the required content.
75-79 – Approaches course expectations but needs ongoing support or intervention to fully grasp and apply the content and skills effectively.
70-74 – Passes course content at a limited or inconsistent level. Shows partial understanding of course content but struggles to meet expectations and requires significant support. Student may not be prepared for final or state assessments.
Below 70 – Fails to earn course credit and fails to demonstrate understanding of course content or expectations, showing little to no grasp of the material despite support.

No Minimum Grading Score

There is not a required minimum grading score. This means that teachers cannot assign an arbitrary minimum grade (e.g., a 50 or 60) for failing work, missing assignments, or low performance. Instead, students must receive the actual grade they earned, even if it's a zero. Avoiding arbitrary minimum grades ensures that student grades accurately reflect their actual performance and mastery of the content. This approach also prevents grade inflation, which can give a misleading representation of a student's understanding of the curriculum.

Grading of Students Served Through Special Education and 504 Services

Grades for students with disabilities (IEP or Section 504) should reflect their content knowledge while incorporating the accommodations or modifications outlined in their IEP or 504 Plan. These grades may also include accommodations available to all students. However, grades should not be based on additional modifications or supports beyond what is specified in the agreed-upon plan. Final grades should evaluate what academic skills and standards the student has mastered rather than how they perform compared to peers.

If a student is struggling to make progress in the general education curriculum despite the supports in their current plan, this data should be used to inform necessary adjustments to their IEP or 504 Plan, including changes to supports and services. There are no pass/fail grades nor a minimum score. This means that teachers cannot assign an arbitrary minimum grade (e.g., a 50 or 60) for failing work, missing assignments, or low performance. Instead, students must receive the actual grade they earned, even if it's a zero. This aligns with expectations for students served in general education classes.

For elementary students, report card grades should be proportional to the amount of time spent in each instructional setting. For example, if a student receives resource math for 30 minutes of a 60-minute math block, then 50% of the math grade should come from resource instruction, while 50% should be based on general education assignments with accommodations or modifications outlined in their IEP or 504 Plan.

Elementary Report Card Comments

1.	Achievement is outstanding
2.	Effort is commendable
3.	Exhibits positive behavior
4.	Participation is exceptional
5.	Student making strong progress
6.	Student making adequate progress
7.	Student not making adequate progress
8.	Student reading above grade level expectations
9.	Student reading at grade level expectations
10.	Student reading below grade level expectations
11.	Assignments differentiated
12.	Assignments resubmitted for additional credit
13.	Student attends support class
14.	Student making progress towards annual goals
15.	Incomplete classwork assignments
16.	Incomplete homework assignments
17.	Poor test performance
18.	Absences/tardies hamper achievement
19.	Conference requested/ please call the school
20.	Needs reinforcement in following directions
21.	Needs reinforcement in using time wisely
22.	Needs reinforcement in exercising self-control
23.	Needs reinforcement in respecting others
24.	Needs reinforcement in reading fluency
25.	Needs reinforcement in reading comprehension
26.	Needs reinforcement in mastering math facts
27.	Needs reinforcement in math problem solving
28.	Needs reinforcement in applying spelling skills
29.	Needs reinforcement in writing effective compositions
30.	Needs reinforcement in writing legibly

Junior School Report Card Comments

1.	Academic Achievement Exceeds Expectations
2.	Academic Achievement Meets Expectations
3.	Academic Achievement is Improving
4.	Academic Achievement is Below Expectations
5.	Test/Quiz Performance Needs Improvement
6.	Completion of Work is Needed
7.	Tutoring Required
8.	Progressing Toward IEP Goals
9.	Not Meeting IEP Goals
10.	Multiple retakes needed to demonstrate understanding
11.	Positive Class Participation
12.	Models Character
13.	Uses Class Time Wisely
14.	Needs to Focus on Productive Class Time
15.	Frequently Misses Deadlines
16.	Absences are affecting Academic Achievement
17.	Work not Turned in Regularly
18.	Initiates Learning
19.	Models Problem-Solving/Creativity
20.	Collaborates Well with Others
21.	Models Grit/Perseverance when things are difficult
22.	Sees cross-curricular/global connections
23.	Parent/Student conference requested.

High School Report Card Comments

1.	Achievement Exceeds Expectations
2.	Achievement Meets Expectations
3.	Achievement Is Below Expectations
4.	Achievement Is Improving
5.	Test/Quiz Performance Needs Improvement
6.	Completion of Make-Up Work Is Needed
7.	Tutoring Requested/Required
8.	Progressing Toward IEP Goals
9.	Not Meeting IEP Goals
10.	Multiple Retakes Needed to Demonstrate Understanding
11.	Positive Class Participation
12.	Models Strong Character
13.	Uses Class Time Wisely
14.	Needs to Focus on Productive Class Time
15.	Frequently Misses Deadlines
16.	Absences Are Hampering Achievement
17.	Academic Integrity Violation Occurred
18.	Work Not Turned in Regularly
19.	Initiates Learning
20.	Models Student Wellness/Balance
21.	Models Problem-Solving/Creativity
22.	Collaborates Well with Others
23.	Collaboration with Others Needs Improvement
24.	Struggles with Prioritizing Work/Time
25.	Models Grit/Perseverance When Things Are Difficult
26.	Sees Cross-Curricular/Global Connections
27.	Parent/Student Conference Requested.

Timeline for Entering Grades into Skyward

Teachers must post grades into Skyward no later than **5 school days** from the day the assignment(s) were completed or turned in, with the exception of major projects or essay tests which must be posted no later than 10 school days.

Individual exceptions will be given to assignments that include a lengthy written component which requires additional grading time from a teacher. Such assignments may include, but are not limited to, research papers, written compositions, data-based inquiries, etc. In such an exception, teachers will communicate to students and parents an intended timeline for grade posting at the time the assignment is given.

Academic Integrity Guidelines and Procedures

The standard of this School District is academic integrity. Therefore, Alamo Heights ISD students shall not engage in academic dishonesty, including cheating, and plagiarism.

Cheating is a form of academic dishonesty that deceives or attempts to deceive a teacher with regard to tests and/or assignments. Examples of cheating include, but are not limited to, the following:

- talking or using signs and/or gestures during a quiz or test
- copying from another student or allowing the copying of an assignment
- copying and pasting from a digital source
- passing quiz or test information to another student in verbal, written, or digital means
- submitting pre-written writing assignments when assignments are to be composed in class
- unauthorized collaboration with a student or digital source on an assignment
- utilizing study aids, notes, books, data, or other information, including those from electronic sources, including generative AI tools, when not specifically authorized
- using unauthorized electronic devices during assessment to include circumventing a secure assessment browser
- sabotaging the projects or work of other students
- Selling, buying, or trading work (includes sharing information on group text)
- multiple submissions of the same or significantly similar assignment without prior instructor approval

AHISD applies the University of Oxford's definition of plagiarism:

> Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. (Oxford, 2016).

The determination that a student has engaged in plagiarism will be based on the classroom teacher's judgment, supported by written evidence, direct observation, or information provided by students. (EIA LOCAL).

Plagiarism includes but is not limited to:

- copying of the language, structure, ideas, and/or thoughts of another source (human or artificial intelligence) and passing off the same as one's own original work
- presenting as new and original an idea or product derived from an existing source
- having a parent, another person, or artificial intelligence write whole or part of an essay or other assignment
- turning in someone else's work as one's own
- obtaining pre-written essay or any portion of an essay online or by any other means, such as artificial intelligence
- failing to provide proper documentation of original process, drafts, and sources
- self-plagiarism, or reusing ideas or phrases that one used in a prior work without citing that prior work

Reference:
Plagiarism. (2016). Retrieved December 12, 2016, from https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1.

Consequences for violations of academic integrity for all offenses (cumulative for tenure as an AHJS student; starts over for AHHS tenure, then cumulative for tenure as an AHHS student):
The teacher confers with the student, and documents the infraction as a disciplinary referral in Eduphoria. The teacher will confirm with campus administration if there have been previous violations for the students, to determine which of the following consequences are appropriate. After confirming with administrators, the teacher will call the parents to explain the infraction and the classroom consequences.

Consequences

First Offense (consequences must include one or more of the following):

- Redo of assignment/assessment for partial credit
- Forfeiture of reassessment privileges
- Reduced grade
- Loss of credit for assessment/assignment

Second Offense (consequences must include one or more of the items listed under first offense <u>and both of the following):</u>

- notification to campus honor societies, e.g., National Honor Society, Student Council, etc.
- reduced conduct grade for the current nine weeks

Teachers may take into consideration the seriousness of the violation and/or past offenses.

Consequences for violations of academic integrity for the third or more offenses (cumulative for tenure as an AHJS student; starts over for AHHS tenure, then cumulative for tenure as an AHHS student):

Students committing a third violation of the Academic Integrity Guidelines shall be assigned a minimum of three (3) days of In-School Suspension AND a suspension from extracurricular and co-curricular activities in which he/she is participating for four weeks (28 calendar days). Day one for the four-week suspension is the first day of the ISS placement. Such students in ISS may be able to attend and/or participate in practices (both during and after school) during their time of suspension, unless the coach, director, or sponsor determines that such participation is or becomes detrimental to the organization.

Academic integrity violations that occur if a student is enrolled in a Dual Credit course are also subject to the Academic Integrity Policy of the applicable college or university.

AHHS semester exam exemption guidelines contain criteria about academic integrity violations, so consult those guidelines regarding semester exam exemptions

Homework Guidelines

Elementary Homework Guidelines

- 10 minutes per night per grade level, Monday – Thursday. This includes assigned reading.
- If a child continually struggles to complete the homework within the allotted time, then the parent should contact the teacher.
- Teachers should periodically confirm with students and parents that homework is taking the expected amount of time.
- Homework or projects should not be assigned over weekends, holidays, before testing dates, nor during school vacation periods.

Elementary Minutes per week per grade		
Kinder	0	
1st grade	40	includes assigned reading
2nd grade	80	includes assigned reading
3rd grade	120	includes assigned reading
4th grade	160	includes assigned reading
5th grade	200	includes assigned reading

Secondary Homework Guidelines

While the time needed for a particular homework assignment will vary according to each student, the guidelines below are meant to set broad parameters within which teachers, students, and parents may estimate time according to the "typical" student. Since no student is "typical," a rule of thumb for teachers should be to gauge how much time the assignment would take most students to complete. Some students work at a faster pace, and other students work at a slower pace. Teachers should periodically confirm with students and parents that homework is taking the expected amount of time.

Junior School Weekly Target Times Per Course*							
		RDG	ELA	SC	SS	MATH	LOTE
Grade Level	6TH GRADE	80	40	40	40	100	
	7TH GRADE	100	50	50	50	110	
	8TH GRADE		90	60	60	120	60
PreAP	6TH GRADE	80	40	40	40	100	
	7TH GRADE	120	60	60	60	120	
	8TH GRADE		110	100	100	150	80
*The times listed above are not weekly maximums; they are averages over a unit of study							
**Courses not listed here should use course guidelines for similar courses. For example, speech should follow grade level ELA, food science should follow grade level science, etc.							
*** ELA= English Language Arts; SC = Science; SS =Social Studies; LOTE = Languages Other Than English							

High School Weekly Target Time Per Course*						
		ELA	SC	SS	MATH	LOTE
Grade level	9TH GRADE	110	110	110	120	90
	10TH GRADE	110	110	110	120	90
	11TH GRADE	120	120	120	120	120
	12TH GRADE	120	120	120	120	120
PreAP	9TH GRADE	180	180	180	180	180
	10TH GRADE	180	180	180	180	180
	11TH GRADE	210	210	210	210	210
	12TH GRADE	210	210	210	210	210
AP	9TH-12TH	240	240	240	240	240
*The times listed above are not weekly maximums; they are averages over a unit of study						
**Courses not listed here should use course guidelines for similar courses. For example, speech should follow grade level ELA, food science should follow grade level science, etc.						
*** ELA= English Language Arts; SC = Science; SS =Social Studies; LOTE = Languages Other Than English						

- All homework impacts learning and will be assessed, but not all homework needs to be recorded as a grade.
- Homework should be returned prior to a summative assessment so that meaningful learning can occur.
- Homework, generally, is formative assessment of what a student knows at a particular point in time. While it may be graded, grades on homework for formative assessment should not count as more than 25% of the student's cycle grade.
- Meaningful and purposeful homework enhances learning and provides feedback about learning.
- When completed late, but prior to the summative assessment, homework should be accepted and graded. Teachers are not required to give full credit to late work.
- If teachers assign group work outside of class, students should have the option to work individually.

Attendance and Make-Up Work

Make Up Work – Students will receive make-up work upon returning from an absence. They are allowed one school day for each day missed to complete the work for credit. Teachers may use their professional judgment and discretion when assigning and grading make-up work, with all decisions made in the best interest of the individual student.

Reporting to Parents – Report cards, checklists, and progress reports are completed for every student who has been in attendance for at least 15 days during the grading term. Specific attendance for each student will be documented each nine weeks on the checklist (K-2) or the report card (3-12).

Final Credit – To receive credit or a final grade in a class, a student in kindergarten – grade 12 must attend at least 90 percent of the days the individual class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days of the class offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]
In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.
- The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG(LOCAL).

Late Work

Secondary Late Work Guidelines

- For grades 6-12, there will be a 10 points or 10% (for assignments not graded on a 100-point scale) for late submissions.
- A late submission is defined as work submitted after the due date or beyond the extended deadline provided by IEP or 504 plans.
- This policy does not apply to make-up work submitted after an absence. This is a one-time deduction and not 10 points per day.
- Assignments turned in late are ineligible for reassessment.
- Late work will not be accepted after an instructional unit and summative assessment has ended.
- Work that is not turned in at all is recorded as an MSG. All MSGs are calculated as 0 for the final average

Deducting 10 points for late work serves several important purposes. First, it reinforces the value of time management and meeting deadlines, which are essential skills in both academic and professional settings. It encourages students to plan and stay organized, knowing that late submissions will carry consequences. Second, it ensures fairness to other students who submit their work on time. Without a penalty, those who meet deadlines could feel that their efforts are undervalued compared to those who submit late. Finally, the deduction is meant to be a reasonable consequence, not overly punitive, while still motivating timely submission. This approach balances the need for accountability with the recognition that students sometimes face challenges in managing their workload.

Elementary Late Work Guidelines (Grades 3-5)

- Late work will not be accepted after an instructional unit and summative assessment has ended.
- Work that is not turned in at all is recorded as an MSG. All MSGs are calculated as 0 for the final average

Advanced Academics (EIC LOCAL)

The rationale for weighting courses differently in AHISD is fundamentally linked to the varying levels of rigor and expectations across different course levels. By differentiating these courses through weighting, AHISD recognizes and encourages the heightened intellectual engagement they require, aligning with our commitment that each student will graduate from AHISD with a competitive edge from a personally challenging academic program prepared to positively impact the world.

A multiplier is a numeric course weight that is "multiplied" to the earned grade to generate a final weighted course grade that is used to compute the final grade point average for each student. The multiplier is not applied at the student level but rather at the course level. The actual grade a student earns because of their performance on class assignments and assessments is published on individual progress reports, report cards, and the transcript. The High School Registrar takes the current list of multiplier courses and applies the course weight (multiplier) to each course as a part of the GPA methodology. The resulting weighted GPA for each student is printed on transcripts and used to determine AHHS class rank.

Course Category Weights

Category I Multiplied by 1.00

Category II Multiplied by 1.10

Category III Multiplied by 1.13

Transition to 3-Category System

Students in the 2024-2027 graduation cohorts will continue to be graded and ranked using the 2-Category Multiplier System. This ensures consistency for students who have started their high school education under this system.

The 2028 graduation cohort will be the inaugural group for the new 3-Category System. As we transition from the 2-Category to the 3-Category System, there will inevitably be students from various graduation years in the same classes who will have different multiplier systems applied to their grades. However, this divergence in multipliers will not affect class rankings, as all students within the same graduation cohort will be evaluated using the same Multiplier Category System.

AHISD Weighted Course List Cohorts of 2028 and Beyond

	Category I 1.00 Multiplier	Category II 1.10 Multiplier	Category III 1.13 Multiplier
English	*English I, II, III, IV *Modified English I, II, III, IV *Alternate English I, II, III, IV All English Electives	*Adv. English I *Adv. English II	*AP English III Language *AP English IV Literature *DC English III Freshman Comp I/II *DC English IV British Literature I/II
Math	*Algebra I, II, III *Algebraic Reasoning *Geometry *Statistics *Precalculus *Modified Algebra I, Alg. Reasoning, Geometry *Alternate Algebra, Geometry, Math Models	*Adv. Algebra I *Adv. Geometry *Adv. Algebra II *DC College Algebra: Algebra II *UT OnRamps Statistics	*AP Pre-Calculus *AP Calculus AB *AP Calculus BC *AP Statistics
Social Studies	*World Geography *World History *US History *US Government (1 semester) *Economics (1 semester) Sociology (1 semester) All Other Social Science Electives	*DC US History I/II DC Psychology I/II	*AP Human Geography *AP World History *AP U.S. History *AP U.S. Government *AP Macroeconomics *AP European History AP Psychology (1 semester)
Science	*Biology I *Chemistry *Physics *Environmental Systems *Food Science *Forensic Science *Astronomy *Anatomy and Physiology *Alternate Biology All Science Electives	*Adv. Biology I Advanced *Adv. Chemistry Advanced *UT OnRamps Physics I/II *DC Chemistry Non-Science Majors I/II	*AP Biology *AP Chemistry *AP Physics C: Electricity *AP Environmental Science
World Languages	Spanish I, II, III, IV, V, VI French I, II, III, IV Latin I, II, III, IV All World Languages Electives	Adv. Spanish I, II, III Adv. Latin I, II, III Advanced Adv. French I, II, III Advanced	AP Spanish Language and Culture AP Spanish Literature and Culture AP Latin IV AP French Language and Culture DC Spanish IV, V
Fine Arts	DC Fundamentals of Visual Arts All Fine Arts Electives		AP Music Theory AP 3-D Art and Design AP 2-D Art & Design AP Drawing AP Art History
Career and Technical Education	DC College Transition (1 semester) DC Prof..Communication (1 semester) Business Incubator All Career and Technical Electives	DC Instructional Practices and Special Populations Business Accelerator Engineering Design and Problem Solving: Rocketry Level III	AP Comp. Science Principles DC Practicum in Education Scientific Research and Design: Rocketry Level IV

* Denotes courses included in Rank in Class GPA used to calculate the top 10% of the graduation cohort and eligibility for automatic admission to Texas public universities.

AHISD Weighted Course List Cohorts of 2025, 2026 and 2027

	Category I 1.00 Multiplier	Category II 1.10 Multiplier
English	English I, II, III, IV Modified English I, II, III, IV Alternate English I, II, III, IV All English Electives	AP English III Language AP English IV Literature DC English III Freshman Comp I/II DC English IV British Literature I/II Adv. English I, II
Math	Algebra I, II, III Algebraic Reasoning Geometry Statistics Precalculus Modified Algebra I, Alg. Reasoning, Geometry Alternate Algebra, Geometry, Math Models	AP Pre-Calculus AP Calculus AB AP Calculus BC AP Statistics Adv. Algebra I, II Adv. Geometry
Social Studies	World Geography World History US History US Government/ Economics (1 semester) Sociology (1 semester) All Other Social Science Electives	AP Human Geography AP World History AP U.S. History AP U.S. Government AP Macroeconomics AP Microeconomics (Inactive) AP European History AP Psychology (1 semester)
Science	Biology Chemistry Physics Environmental Systems Food Science Forensic Science Astronomy Anatomy and Physiology Alternate Biology All Science Electives	AP Biology AP Chemistry AP Physics C: Electricity AP Physics: Mechanical AP Environmental Science Adv. Biology Advanced Adv. Chemistry Advanced Adv. Physics Advanced Adv. Physics I/II: UT OnRamps

World Languages	Spanish I, II, III, IV, V, VI French I, II, III, IV Latin I, II, III, IV All World Languages Electives	AP Spanish Language and Culture AP Spanish Literature and Culture AP Latin IV AP French Language and Culture Adv. Spanish I, II, III Adv. Latin I, II, III Advanced Adv. French I, II, III Advanced
Fine Arts	All Other Fine Arts Electives	AP Music Theory AP 3-D Art and Design AP 2-D Art & Design AP Drawing AP Art History AP Art History (Inactive)
Career and Technical Education	All Other Career and Technical Electives	AP Comp. Science Principles AP Computer Science A

Transferring Grades into AHISD

For students transferring into AHISD, grades are accepted based on the intent of the sending school. Numerical grades earned from an accredited school will be accepted. Alpha grades will be transferred as denoted in the conversion table. Counselors will contact the sending school for all other symbols.

Alpha to Numeric Conversion Table				
A+	97		C+	77
A	95		C	75
A-	90		C-	70
B+	87		D+	67
B	85		D	65
B-	80		D-	60
			F	55

If a student transfers within a 9-weeks grading period, the grade average for each transfer course will be counted proportionate to the number of weeks in the grading period. For example, a student transfers to AHISD during the third week of the nine weeks with an 80 average in science. The 80 will be counted three times, and the average the student earns in the course at AHISD (75 for example) will be counted six times. The total will be divided by nine to get the average.

When a student transfers semester grades for courses that would be eligible under the Grade-Level category and the District has accepted the credit, the District shall include the grades in the calculation of class rank. When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign weight to the grades based on the categories and grade weight system used by the District if the same courses are offered to the same class of students in the District. (EIC- Local)