ROYAL

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Grading Guidelines

(RECC, RES, RPE, RJH, STEM, and RHS)

2026-2027

Adopted 10.12.26

Grades

Grades are assigned as an indication of the level of academic development in an elementary, intermediate, or secondary school subject, course, or class.

General Grading Guidelines

Classroom teachers shall collaborate in professional learning communities to identify which priority standards will be graded in each unit. In the unit design process, teachers should refer to the Scope and Sequence and learning targets to identify both the content and timeline for grades.

In order to assess a student's performance towards mastery there should be a balance between assignments identified as minor and major. Each grade identified as minor and major should align with the depth of knowledge (DOK) of the standards and to the learning targets within the written curriculum in order to measure student knowledge and skills using various modalities.

The chart below provides definitions and examples of minor, major, and other:

Minor *An authentic creation that shows the student's current level of understanding.*	**Major** *A task that allows the student to demonstrate their understanding of standards.*	**Other** *The physical and/or metacognitive steps and procedures underlying a particular ability or task when learning a new skill.*
● Daily quizzes ● Written summaries ● Lab reports ● Oral assessments ● Writing Processes (excluding final draft) ● Vocabulary assignments ● Computer activities ● Benchmarks	● Tests ● Presentations ● Book reports ● Compositions (final drafts) ● Chapter tests ● Portfolios ● Unit Assessments ● Research papers ● Major/Special projects ● Curriculum-based assessments	● Homework graded for completion ● Participation ● Worksheet ● Exit tickets ● Notebooks ● Informal observations ● Learning centers/stations ● Daily class work

Purpose and Guidelines for Homework

Purpose: Homework is for the purpose of meaningful independent practice, extension, and enrichment of topics covered in class. Assignments must be related to state and/or local curriculum standards. Grades may not be given for clerical tasks such as giving a student "100" for returning a report card or progress report, parent signatures, canned goods, fundraiser, etc. While students should be able to complete homework assignments independently, parents are encouraged to oversee the assignments.

Guidelines: Homework will be assigned to students on a regular basis with the length of homework assignments varying according to purpose and level.

If weekend homework is deemed necessary, the amount should not exceed a regular day's assignment. *Students* may choose to use *weekends* for review, voluntary work, or completion of make-up assignments. Assigning homework over extended holidays is highly discouraged.

Students should not be penalized for wrong answers on homework assigned specifically for *practice of basic skills*. Homework assignments regarding previously taught material may be checked for accuracy, completion and effort. The teacher is expected to provide timely, meaningful feedback on student work checked for accuracy. Homework assignments are to include clear instructions and performance expectations so students can complete homework independently.

In an effort to reduce homework over holidays, students and parents may see an increase in tests and assignments before an extended break.

Homework may not be created as a consequence for misbehavior.

Homework for PK-5 Grades

1. In the primary grades (K-2), homework may be assigned over a weekend and should consist primarily of reading and a limited number of independent exercises to reinforce previously taught basic skills.
2. At the upper grades (3-5), homework may be assigned over a weekend and should primarily consist of reading, practice in mathematics, application of writing skills, and beginning research. At this level, homework should be designed to build independent study habits.
3. Long-term assignments at the upper grades (3-5) should be limited in number and duration. These assignments should include clear checkpoints to monitor progress toward completion.

Homework for Grades 6-12

1. Homework can be assigned to all students on a regular basis. Homework is an extension of previously taught material.
2. Weekend homework may be assigned. Students may choose to use weekends for review, voluntary work for advancement, or completion of make-up assignments.
3. Honors, Pre-AP, Advanced Placement, and Dual Credit, Early College High School (ECHS), and OnRamps courses may require extensive independent work because of the rigor and/or external program requirements of the course. Courses governed by a college or other educational partner shall follow the

applicable partner institution's requirements.

4. As a guideline, homework should be assigned on a regular basis. Teachers shall make efforts to be aware of other teachers' homework, assignments, and testing schedules.

Late Assignments/Late Work

The late assignment/late work penalties apply only to students who are in attendance, but fail to turn work in on time. Participation in extracurricular activities does not exempt students from assignment due dates. Students are expected to plan accordingly and submit assignments on time. For absences related to extracurricular events, please refer to the Make-Up Work section of the guidelines for details on timelines and expectations.

Grades PK-K

No work is considered late if submitted within a six week grading period.

Grades 1-5

Work submitted as a **Major or Minor** grade must be accepted up to 2 days after the due date without a reduction in grade. After 2 days, a penalty (not to exceed a total of 10 points) may be assessed. No work will be accepted after the end of the six weeks.

Grades 6-12

To ensure consistency, fairness, and accountability in grading practices across the district, all secondary teachers shall adhere to the following guidelines for accepting and grading late assignments. Assignments are considered late if they are not submitted by the teacher's established deadline.
Students are expected to complete and submit assignments by the established due date. Assignments submitted after the due date will be subject to the following maximum grades:

- 1 day late: Maximum grade of 70
- 2 days late: Maximum grade of 50
- 3 or more days late: Grade of 0

These guidelines establish consistent expectations across all secondary courses and campuses, promote student responsibility, and reinforce the importance of meeting academic deadlines. Exceptions may be made for excused absences (see Make-Up Work), documented accommodations, or extenuating circumstances with administrator approval, in accordance with district policies and applicable student support plans.

All grades taken shall be recorded in the electronic grade book for grade levels 1-12 within a calendar week of being collected. Major projects, research papers, and similar student work may take longer than a week to grade due to the nature of the grading process and, therefore, may not be entered within the week timeframe.

Make-Up Work/Tests for all Absences

Teachers must have a system in place to notify a student of an assignment that occurred during his/her absence. Students should be proactive in requesting makeup work from a teacher following an absence. For work or assessments missed because of an absence, teachers shall provide the student at least two school days for each school day the student was absent to complete the make-up work or assessment. A teacher may provide additional time when warranted by the length or circumstances of the absence. If an assessment was announced or scheduled before the

student's absence, the student may be required to complete the assessment on the day the student returns, provided the student did not miss instruction necessary for that assessment.

Reteach/Reassessment

Reteaching is a necessary component for mastery of essential knowledge and skills. Reteaching must occur whenever a student has not mastered the objectives at the independent practice or assessment level. In all models, reteaching shall include feedback to students on where they are and where they need to go to attain proficiency.

Teachers shall document reteaching when it is determined that a student did not master objectives. Documentation of reteaching may occur in the online gradebook and within teacher lesson plans. Teachers shall establish a reasonable timeline for reteaching content. Reteaching must occur prior to reassessment. In order to ensure that all students have access to reteaching, it must be provided during the school day. Teachers may utilize whole group instruction for reteaching when more than 50% of the class does not master an objective. When fewer than 50% of the class does not master an objective, reteaching should occur in the context of small group instruction. Assignment or test corrections do not constitute reteaching.

Reassessment must be offered when a student earns a grade below 70 on a Major assessment, **except when the failing grade resulted from academic dishonesty, as provided in the Academic Dishonesty section below.** Reteaching must occur before reassessment and must be available during the school day. Assignment corrections or test corrections alone do not constitute reteaching.

A student may complete one reassessment for each eligible Major assessment. The reassessment must measure the same standards or learning objectives but may not be the identical version of the original assessment. The reassessment may address all objectives from the original assessment or only those objectives not previously mastered.

The reassessment grade shall replace the original grade only when it is higher; however, the highest grade that may be recorded following reassessment is 70. If the reassessment score is lower than the original score, the original grade shall remain. Reassessment must be documented in the electronic gradebook.

Reassessment shall occur after documented reteaching and before the end of the grading period. Teachers should provide the reassessment opportunity within a reasonable instructional timeline so that the reassessment measures the student's improved mastery of the same content.

ADD EXAMPLES

Examples:

- Original grade 52; reassessment score 84 → recorded grade becomes 70.
- Original grade 52; reassessment score 65 → recorded grade becomes 65.
- Original grade 52; reassessment score 48 → original grade of 52 remains.

Reassessment must be documented in the online gradebook. Reassessment must follow reteaching according to an appropriate timeline to allow student acquisition of content. Reassessment must occur prior to the end of the grade reporting period and prior to the next assessment. Reassessments cannot include assignments or test corrections or retaking the same version/copy of an assignment/assessment. The reassessment may include all objectives on the initial assessment or only those that were not previously mastered by the student. Campus administrators shall review reassessment and retesting procedures for each team to ensure consistency with these guidelines.

Academic Dishonesty

Academic Dishonesty includes, but is not limited to:

- Cheating or copying the work of another student.
- Plagiarism,
- Unauthorized access to written or electronic information.
- Unauthorized use of artificial intelligence.

A student shall not be allowed to make-up, redo, **or reassess** a test or assignment for a failing grade due to the student's academic dishonesty (ELA Local). **This provision is an exception to the Reassessment requirement above.** Academic dishonesty will be determined by the campus behavior coordinator. The student shall receive disciplinary action and corresponding grade reduction as outlined in the Student Code of Conduct.

Extra Credit

To receive extra credit, the work completed must be directly related to the curriculum, should be used for enrichment, and should not replace missing work. If Extra Credit is offered, it must be made available to progress all students in that course by campus. Extra Credit may not be given for clerical tasks such as giving a student "100" for returning a report card or progress report, parent signature, canned goods, fundraiser, etc. An extra credit assignment cannot create a financial or transportation burden on the student.

Projects and Project-Based Learning Activities

Effective long-term assignments require clear checkpoints along the way to monitor progress toward completion. For projects, papers, etc. of a large scope, achievement and/or practice minor grades will be provided throughout the process to assess student progress and assist the students in their learning. Project-based assignments should primarily be undertaken and completed in the classroom. Some portions of the projects may be assigned as homework; however, these tasks should not require group participation, significant assistance from parents, or costly materials.

School Sponsored Activities

All University Interscholastic League (UIL) "no-pass/no-play" guidelines will be followed.

Students involved in school-sponsored activities are responsible for work assigned before a known absence and should make arrangements with their teachers before the scheduled event. Assignments due before or on the day of departure should be submitted before departure when reasonably possible. Students shall not be required to complete work or assessments covering instruction they have not yet received because of the school-sponsored absence. Work or assessments missed because of the absence shall follow the Make-Up Work/Tests for All Absences timeline. Any alternative arrangement between the teacher and student should be documented.

Students are responsible for obtaining any missed work and must be prepared to participate in all assignments, including assessments, upon their return. The late work/missing assignment penalty will be applied for any assignments or tests not completed within the allotted/arranged make-up timeframe.

Grading Periods

Students grades 1-12 will have six reporting periods with progress reports being generated halfway through each

grading period.

Grades Below 50 ***(All Grade Levels)***

On progress reports, at all grade levels, grades shall reflect the student's actual performance/mastery averages and may show averages below 50. How an average below 50 is recorded on the six-weeks report card differs by grade band, as specified below.

Grades 1-8

On the six-weeks report card, a grading-period average less than 50 will not be recorded for students in grades 1–8 without campus principal approval, even when the progress report reflected an actual average below 50.

Grades 9-12

Grades shall reflect the student's actual earned performance on a 0–100 scale. Progress-report and grading-period averages may be below 50 and do not require principal approval. Teachers shall not artificially raise a grading-period average to 50 unless required by another provision of these guidelines or an applicable student accommodation.

Students in AP, Dual Credit, OnRamps, or Honors courses whose grades are determined by partnering educational programs or institutions will have their grades posted as reported by the governing program/institution. Royal ISD teachers of record for these courses are required to obtain the grade for each student and enter it into the RISD system in conjunction with the assigned counselor to ensure all students grades and transcripts accurately reflect credit awarded, course completed and assigned grades.

Minimum Number of Grades

For each six-weeks or reporting period, the minimum number of grades to be used in calculating the six-week average for each core subject and/or course is as follows:

Grade PK

Developmental Checklist will report student's current level of proficiency per six weeks as Excellent (E) Satisfactory (S), Not Assessed (NA) or Needs More Practice (N) in the following areas: Colors, Naming Parts of the Body, Counts Objects 0-10, Recognizes Numbers 0-10, Sorts into Like Groups, Orders Objects by Size, Shapes, Repeats a single pattern, Understands Positions Words, Fine Motor Control and Distinguishes between More & Less.

Kindergarten

Developmental Checklists will document a student's current level of proficiency per six weeks. The checklist will identify skills as Developing (D), Still Developing (S), or Needs Improvement (N). Letter Knowledge, Sight Word, and Concepts about Print will also be reported each six weeks.

Grades K-5 (Fine Arts)

Elementary Art, Music, and PE/Health: Levels of proficiency/performance per six weeks will be reported as Excellent (E), Satisfactory (S), Needs Improvement (N), or Unsatisfactory (U).

Grades 1-5 (Academics)

Grades for each grading period shall reflect the student's progress towards proficiency of identified priority learning progressions, which are aligned to the Texas Essential Knowledge and Skills (TEKS). Grades will be reported using a numerical average based on a minimum number of grades as shown in the chart below.

	Minimum Major Grades	**Minimum Minor Grades**
Reading/Language Arts	2 (1 major grade every 3 weeks)	12
Math	2 (1 major grade every 3 weeks)	12
Social Studies	1	6
Science	1	6

Major	60%	Tests, in-class projects, formal assessments
Minor	40%	Classwork, quizzes, projects completed at home, daily work

Grades 6-12 (Courses offered at Royal STEM Academy for grades 6-12 will adhere to the 6-12 grading guidelines.

Grades for each grading period shall reflect students' progress toward proficiency of identified priority learning progressions aligned to the Texas Essential Knowledge and Skills (TEKS).

For grades 6–12, assignments shall be categorized and weighted as follows:

Measurement	**Weight**	**Min. # of grades per 3 week grading period**	**Min. # of grades per 6 week grading period**
Major	60%	1	2
Minor	30%	2	4
Other	10%	3	6

* If number of weeks in a grading period is less than 6, minimum # of grades still applies.

For ECHS, Dual Credit, OnRamps, and other courses whose grading requirements are governed by an approved college or external educational partner, teachers shall follow the partner's grading requirements rather than Royal ISD assignment-count and weighting requirements. Royal ISD grade reporting and transcript entries shall follow district-approved conversion procedures where applicable

Adopted 10.12.26

Grading Scales

a. **Numerical Grades:**

A numerical scale is used where 100 is the highest grade that can be recorded. The lowest passing grade is 70. The grading scale is as follows:

A = 90 - 100
B = 80 - 89
C = 70 - 79
F = Failing (Below 70)

b. Transfer-In Grade Equivalents:

When converting letter grades from other schools, the following numerical equivalents should be used ONLY when the transferring documentation does not have numerical values:

A+ = 100	C+ = 79	F = Failing
A = 95	C = 77	
A- = 90	C- = 75	
B+ = 88	D+ = 74	
B = 85	D = 72	
B- = 80	D- = 70	

Transfer Student Grades and Report Card Averages:

To assign grades to a transfer student the records from the previous school(s) should be included in calculations for the current grading period. In cases where the grade format does not align to RISD grading scales, the District PEIMS Specialist shall be contacted to align grading scales.

If the records are unavailable and the child has been in attendance for less than (15) days, no grades will be reported on the report card. In the comments section, the number of days in attendance will be recorded on the report card and the teacher will include in the comments section of the report card “insufficient days enrolled to assign grades.”

If the transfer affects a grading period final grade, a grade change form shall be submitted once the transfer grades are received. If the records are unavailable and the student has been in attendance for (15) days or more, the following should be used to determine the report card grade:

- Assign grade level written or oral work that can be assessed for grade reporting, and
- Place a grade on the report card and the number of days enrolled. Teachers will report in the comments the portion of work on which the student is being graded and indicate in the comments, “this does not represent assignments from the entire grading period.”

Dual Credit and OnRamps Grading

Blinn and OnRamps Grade	Blinn and OnRamps Numerical Grade	Royal ISD Grade
A	90-100	Numerical Grade
B	80-89	Numerical Grade
C	70-79	Numerical Grade
D	60-69	**70**
F	59 and below	Numerical Grade

Benchmarks and Curriculum Based Assessments (CBAs)

Benchmark assessments may be used as **minor grades** to monitor student progress and guide instructional decisions. Curriculum-Based Assessments (CBAs) will be used as **major grades**, reflecting mastery of taught content within a grading period.

Calculating Semester Grades & Final Course Grades:

Semester Exams

All courses in grades 9th–12th shall assess students using a cumulative semester exam at the end of the first and second semester, **except for Dual Credit, Early College High School (ECHS), and OnRamps courses, which follow the examination requirements of the partnering college or educational institution in place of the RISD semester exam.** Semester exams shall align to the curriculum and may include the use of multiple modalities to measure student proficiency. Semester exams will be comprehensive and must cover all concepts taught in the semester. Semester exams shall be kept on file by the Department Head in each content area for a period of (1) year.

Semester Grades

Semester Grades shall be determined using the percentages below:

First Semester	1st Grading Period Average (28.34%)	2nd Grading Period Average (28.33%)	3rd Grading Period Average (28.33%)	Semester Exam (15%)
Second Semester	4th Grading Period Average (28.34%)	5th Grading Period Average (28.33%)	6th Grading Period Average (28.33%)	Semester Exam (15%)

Final Course Grades

Final Course grades shall be determined using a numerical average of the first and second semester grade.

- Partial Course Credit:
  In courses where the final course grade is less than 70, the District shall award credit for the semester in which he/she earned the passing grade (70 or above). The student shall be required to retake only the semester in which he/she earned a failing grade. The student may elect to retake the entire course, especially where the course is a prerequisite for a higher-level course, or the course is a foundational course upon which higher-level courses build.
- Grade Averaging - Full year courses
  In full year courses where a student's grade in one semester is failing (below 70) and the student has a final course grade of 70, credit for both semesters shall be awarded.

Dual Credit (ECHS) and OnRamps Course Grades

All dual credit courses, whether taught by RISD staff or college faculty, are exempt from any RISD midterm grading policies due to the identified college partner ONLY reporting letter grades at the end of the course.

GPA Calculations: Grades and the reporting of grades does have an impact on a student's overall grade point average (GPA). For grade point average calculations, see policy EIC. For students that participate in advanced level courses, their grades will be weighted as follows. Students enrolled in on-level courses will not receive a weighted grade.

- Level I - Eligible AP, Dual Credit, OnRamps (6 points)
- Level II - Eligible courses locally designated as honors (5 points)
- Level III - All other eligible courses shall be categorized as Level III (4 points)
  - Any dual credit science courses with labs shall be counted as one district grade based on the conversion of 60% of the grade coming from the lecture course and 40% coming from the lab course.

Credit Recovery Courses: Students who participated in a credit recovery course, will retain the original and new grade on their official transcript and both grades will be used to calculate a student's GPA.

Test Days

Teachers will work collaboratively in their academic teams to coordinate the scheduling of major tests and makeup test days. A campus may determine to establish a schedule for testing days across academic content areas to limit the number of tests a student will take on a given day.