



**Instructional Grading
and Reporting Guidelines
2020 -2021**

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DISTRICT MISSION, VISION AND BELIEFS

Mission

The mission of Pflugerville ISD is to provide an inspiring, engaging, and relevant education that empowers students to reach their full potential as productive members of a diverse global community.

Vision

Pflugerville ISD... Passionately Serving the Best Interests of Students

Beliefs

We Believe:

- Diversity is our strength
- All individuals have worth
- Relationships are foundational to success
- A safe and nurturing environment is non-negotiable
- All students have the right to diverse educational opportunities
- Social-emotional learning is as critical as academic focus
- Civic-mindedness must be explicitly cultivated in our students
- Community partnerships and high expectations improve student outcomes
- Innovation and a strong work ethic ensure excellence

GRADING PURPOSE STATEMENT

The purpose of grades in Pflugerville ISD is grounded in the following statements:

- Grades are a measure of students' mastery of the district curriculum, which includes standards, skills, and content application.
- Grades provide timely and meaningful feedback to students in regards to mastery of content.
- Grades reflect multiple opportunities for students to demonstrate mastery of learning.

GRADING ROLES AND RESPONSIBILITIES

Student

- To complete assigned work on time and return it to the teacher
- To plan to carefully schedule work on long-term assignments so that assignments will be completed on time
- To communicate with the teacher when they do not understand the assignment or is experiencing difficulty prior to due date
- To initiate communication with the teacher when absent to arrange an opportunity to make up missed assignments/learning

Parent/Guardian

- To establish a specific time, place, and manner for studying and homework to be completed
- To monitor as needed, but not do homework for the student
- To assist the student in planning a time schedule for long-term assignments
- To initiate communication with the teacher when concerns arise or when support is needed

Teacher

- To provide course requirements, expectations, and grading practices in writing to students and parents at the beginning of each course
- To provide meaningful tasks that enrich and supplement work introduced in class
- To communicate assignment expectations, both regular and long-term
- To provide effective instruction prior to assigning homework that adequately prepares the child to do the task independently and successfully
- To consider student access to available resources and materials when assigning a task
- To provide opportunity for feedback and access to completed work
- To enter grades into the online grade book according to guidelines
- Teachers will maintain an online gradebook that adheres to the grading weights and categories
- Teachers of the same subject and grade level will establish consistent percentage weights and types/categories of grades

Campus Administrator

- To ensure all teachers are aware of and understand the Instructional, Grading, and Reporting Guidelines and sign the Teacher Acknowledgement in Appendix B
- To distribute the Eligibility and Report Card Date calendar
- To monitor and support the implementation of the Instructional, Grading, and Reporting Guidelines
- To provide feedback to teachers concerning practices relating to Instructional, Grading, and Reporting Guidelines

ACADEMIC DISHONESTY

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

COMMUNICATION OF GRADES

Reporting

The District shall send formal written notices (report cards) to parents/guardians at the completion of each grading period. The notice shall indicate a student's cumulative performance in each class or subject.

Interim Reports

For Pre-kindergarten through first grade, students do not receive number grades. Interim reports will reflect the grading scale of 1-4 as described in Standards for Mastery section for elementary. All students will receive interim reports regardless of progress.

Conferences

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

ATTENDANCE AND PROMOTION

Pre-Kindergarten

Pre-kindergarten students are not required to be enrolled in school. However, upon enrollment, all Pre-K students are required to attend school because they fall under the state's compulsory attendance laws. Parents need to be aware that they must abide by these laws. As Pre-kindergarten is not required there are no promotion criteria.

Attendance Kindergarten - 12

Students K-12 are required to be in attendance 90% of the time. When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the campus administrator. This plan must provide for the student to meet the instructional requirements of the class as determined by the campus administrator.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent/guardian, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

The attendance committee in accordance with district policy and guidelines shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered. Students who have lost credit or have not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

Kindergarten Promotion

In order to be promoted to the next grade level, a kindergarten student shall meet each of the following criteria:

- Proficiency on the kindergarten Texas Essential Knowledge and Skills (TEKS) in the four core areas: language arts, mathematics, science, and social studies as evidenced by the student's portfolio of works (measured

- against District rubric standards);
- Developmentally appropriate social adjustment;
- Appropriate language development (reading and writing); and
- Compliance with the attendance policy.

First Grade Promotion

In order to be promoted to the next grade level, a student in grade 1 shall meet each of the following criteria:

- Proficiency on the grade 1 TEKS in the four core areas: language arts, mathematics, science, and social studies (measured against District rubric standards);
- Demonstration of grade-level proficiency in reading and mathematics; and
- Compliance with the attendance policy.

Grades 2-5 Promotion

In grades 2–5, promotion shall be based on the following:

- Grade-level proficiency in reading (determined by teacher observations and other data including state assessments) and mathematics (determined by teacher observations, assessments, and other data);
- A 70 percent yearly average in language arts;
- A 70 percent yearly average in mathematics;
- A 70 percent combined yearly average in language arts, mathematics, social studies, and science;
- Compliance with the attendance policy; and
- Proficiency on the state assessment for grade 5 mathematics and reading.

Grades 6-8 Promotion

In grades 6–8, promotion to the next grade level shall be based on the student meeting all of the following:

- An overall average of 70 percent on a scale of 100 for all subject areas combined, including electives;
- A grade of 70 or above in both mathematics and language arts;
- A grade of 70 or above in either science or social studies;
- Compliance with the attendance policy;
- Proficiency on grade-level state assessments; and
- Proficiency on the state assessment for grade 8 mathematics and reading.

Grades 9-12 Promotion

Grade-level advancement for students in grades 9–12 shall be earned by course credits. Grade classifications are based on the number of credits earned prior to the first day of school each year:

- Freshman (9th): A student must have been promoted or placed from the 8th grade.
- Sophomore (10th): A student must have earned 6 credits and completed one year of high school.
- Junior (11th): a student must have earned 12 credits and completed two years of high school.
- Senior (12th): a student must have earned 18 credits and completed three years of high school or have earned 18 credits and have an Early Graduation Plan on file.

Grade classification shall be established by the beginning of the fall semester. Exceptions require approval of the high school principal. At the discretion of the principal, grade re-classification may occur at the end of the fall semester based on credits earned in the fall semester that makes a student eligible for grade advancements and/or graduation.

Students entering high school prior to the 2014–15 school year shall be assigned to a grade 9 cohort group with an anticipated graduation date four years from the time of entrance. As defined by the state of Texas, a student shall have four years to complete all high school requirements related to credits and assessment measures in order to be considered a graduate.

Therefore, student grade classifications shall be defined by the number of years students have been in high school. Each cohort group of students who entered together as ninth graders shall roll up annually in August to the next year of high school (grade 10, grade 11, and grade 12) through the completion of the fourth year of high school.

TRANSFER STUDENTS

Transfer grades for students previously enrolled in school should be recorded and reported proportionately to the time spent at the prior campus.

The following guidelines apply for transfer students who have not been previously enrolled in school for the current school year:

- Students will be assessed for their demonstration of mastery of course content utilizing district/campus developed assessments which cover previously taught content.
- Teachers may assign additional assignments that are relevant in preparing students for the assessment.

EXTRACURRICULAR ACTIVITIES

A student shall be suspended from participation in any extracurricular activities sponsored or sanctioned by the District or the UIL seven days after receiving a six weeks grade lower than 70 in any class or receiving an incomplete that is not cleared within the seven-day grace period. The suspension shall begin seven days after the final day of the grade period in which the failure occurred and continue until seven days after the next progress report or grading period in which all grades are above 70.

ELEMENTARY GUIDELINES

Pre-Kindergarten - 1

Standards of Mastery PK-1

Mastery of skills and concepts shall be determined as follows:

- Assessments and practice shall be given to determine mastery of every concept/skill in each content area/domain. A grading scale of 1-4 shall be used to communicate progress and mastery.
 - a score of 4 indicates the student has mastered/accomplished the concept/skill
 - a score of 3 indicates the student is making adequate progress towards mastering the concept/skills
 - a score of 2 indicates the student is emerging or making minimal progress
 - a score of 1 indicates the student does not demonstrate knowledge of the concept or ability with the skill
- Mastery of the skills shall be validated by the following assessments:
 - Prekindergarten common assessments, teacher observations, anecdotal notes.
 - K-1- universal screeners, common assessments, teacher observations, and teacher-created assessments.

Maximum/Minimum Data Point Recorded PK-1

A minimum of 2 data points per assessed standard should be recorded for each nine-week grading period.

Rubric Scoring PK-1

Rubrics with level descriptors have been developed for each standard on the report card. Teachers will use the accompanying rubric to evaluate the student for each objective on the report card for the purpose of having inter-rater reliability.

Homework PK-1

Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their child's educational program. Homework should be used to reinforce and support mastery of learning and should never be a disciplinary measure.

Homework is an extension of the concepts that were taught in class or a preview of content to be taught. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully. When appropriate and possible, homework should be differentiated for students depending on their mastery of the objectives.

For Dual Language and Spanish Immersion Programs, homework instructions should be communicated in both English and Spanish. Because students work at different paces, it may take some students more or less time to complete assignments.

For prekindergarten, kindergarten, and first grade, homework should:

- focus on number sense, oral language, and reading skills development
- homework expectations will be consistent across the grade level on each campus
- teachers will develop homework together as a grade level PLC

Progress Reports PK-1

Pre-Kindergarten-First Grade:

- Conferences will be held with individual families
- Regular communication will happen with parents in a verbal and/or written format
- Mid-grading period IPR sent home for every student

- IPR's are based on standards taught within the three week grading period
- Teachers will use the district provided IPR's for their grade level

Reteach and Reassess for Mastery PK-1

- Multiple opportunities will be given to students in order to show mastery of a standard
- Teachers will work with students in differentiated small groups focused on student need
- Opportunities for mastery will accommodate different learning styles of students
- Data points, including anecdotal notes, will be collected to drive instruction until standards are mastered

Acceleration and Intervention PK-1

Every child is expected to make a minimum of one year's growth. It is an expectation that teachers use the small group portion of their instructional day to meet the individual needs of students. In small groups, individual needs will be met through intervention or enrichment/extension. Students will receive the appropriate individual support based on progress monitoring and developmental needs.

Make-up Work PK-1

Make-up work that could be sent home will be minimal because of the developmental nature of the curriculum in the primary grades, where the majority of learning happens during the instructional lesson. Lessons are created around giving students engaging, hands-on opportunities to discuss and explore a given standard. It is difficult to recreate these same opportunities in makeup work.

Grades 2-5

Standards of Mastery 2-5

Mastery shall be determined as follows:

- Assessments and practice shall be given to determine student grades in each subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills shall be validated by the following assessments: unit assessments, nine-week assessments, quizzes, common assessments, and teacher-created assessments.

Percentage Weight of Grades 2-5

Students will receive both major (assessment) and minor (practice) grades. Major and minor grades will be weighted as follows:

Category of Assignment	Percentage
Major (examples include essays, projects, tests, quizzes, performance assessments)	60%
Minor (examples include homework, quizzes, class activities, practice)	40%
Total	100%

Calculation of Nine Week Averages 2-5

All major grades, calculated to an average, will carry 60% of the weight of the nine week grading period. All practice grades, calculated to an average, will carry 40% of the weight of the nine week grading period. The two averages will be combined in a 60/40 ratio to determine the final average for the nine week grading period.

Calculation of semester 2-5

Calculation of semester averages will be an average of the grades of the two nine week periods.

1st Nine Week Average	50%	3rd Nine Week Average	50%
2nd Nine Week Average	50%	4th Nine Week Average	50%
Semester Average	100%	Semester Average	100%

Calculation of Year-long Averages 2-5

Calculation of the year-long average will be an average of the two semester averages.

First Semester Average	50%
Second Semester Average	50%
Year-Long Average	100%

Types/Categories of Grades 2-5

Students will receive both assessment (major) and practice (minor) grades. Both groups of grades may be weighted

between 40% and 60% and may be divided into categories.

Major Grades-Assessment occurs at a point in the learning where the teacher is assessing and evaluating mastery of the concepts being taught. Examples of Major (Assessment) Grades include: Tests/Exams, Projects, Portfolios Performances, Final Process Writing Pieces, Major Lab Experiences, Oral Presentation and Multimedia Presentations.

When assigning a grade to a district nine week assessment teachers must be consistent across a campus on any given test with the weight of the grade and how scores are assigned.

Minor Grades –Assessment occurs during the stage of learning in which students are “forming” their understandings of the concepts being taught. Examples of Minor (Practice) Grades include: Independent Practice, Quizzes, Warm-Ups, Reviews, Progress Checks, Journals, Components of Writing Process, Lab Experience and spelling tests. Exceptions to this guideline may be approved by the principal.

Homework 2-5

Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their child’s educational program. Homework should be used to reinforce and support mastery of learning and should never be used as a disciplinary measure.

Homework is an extension of the concepts that were taught in class or a preview of content yet to be taught. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully. When appropriate and possible, homework should be differentiated for students depending on their mastery of the objectives.

For Dual Language and Spanish Immersion Programs, homework instructions should be communicated in both English and Spanish. Because students work at different paces, it may take some students more or less time to complete assignments.

Reteach and Reassess for Mastery 2-5

Students scoring below mastery of “70” on an assignment shall be allowed to redo the assignment after completing prerequisite work. Prerequisite work may include re-teach, corrections, tutorials, or intervention work. Prerequisite work should be completed within 3 days of the date the student received the original grade. The higher grade, with a maximum of “70”, will be recorded.

Campus PLC’s or grade-levels may elect to allow students to redo assignments for above a 70%.

Intervention 2-5

Frequent evaluation, both formative and summative, will determine the need for acceleration. Acceleration (intervention) is an integral part of the elementary instructional program and is embedded within core instruction. Acceleration (intervention) provides:

- Frequent reinforcement and review to reduce the achievement gap between the student and his/her same age peers.
- Daily, ongoing targeted instruction based on student need as identified by progress monitoring data.
- Opportunity for the student to progress systematically through content without experiencing extended, frustrating periods of non-achievement.
- A variation in instructional approaches – uses new techniques, strategies, materials, practice, small group instruction, and opportunity for review.

Late Work 2-5

In order to provide multiple opportunities for students to demonstrate mastery of learning, students who have not turned in work on time will be allowed to submit the work before the end of the IPR cycle. In the event that missing work

occurred at the end of the IPR cycle, the student has five school days to complete any late work. A maximum of a 20% penalty may be applied to late work.

Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student or parent is responsible for informing the teacher of any such circumstances that prevented the completion of the assignment. Teachers may grant exceptions to this policy as appropriate.

Make-up Work 2-5

Make-up work that could be sent home will be minimal because of the developmental nature of the curriculum in the primary grades, where the majority of learning happens during the instructional lesson. Lessons are created around giving students engaging, hands-on opportunities to discuss and explore a given standard. It is difficult to recreate these same opportunities in makeup work.

Students who have been absent are eligible to do make-up work, regardless of the reason for the absence or school related activity. A student should be given three school days to make up the work. In the case of extended absences, one day will be allowed per day of absence for make-up work beyond the three days. For example, a student who is absent on Monday, would have 3 school days (Tuesday, Wednesday, and Thursday) to make up the work, and the work would be due on Friday.

Maximum Weight of a grade 2-5

No one grade may count more than 10% of the total grade for the nine week grading period at the elementary level. Homework shall not count for more than 15% of a student's average for the nine week grading period.

Minimum Grades Reported 2-5

In order to provide students with feedback and multiple opportunities to demonstrate mastery of learning, teachers will provide and post at least 6 major grades and 4 minor grades per content area within a nine week grading period.

Please note: The above recommendations represent the minimum requirements and teachers may provide additional assessments and assignments at their discretion. The teacher has the discretion to drop grades provided that the exclusion does not violate the minimum number of reported grades (collectively or in any category).

Posting Grades 2-5

At minimum, teachers should assign and record at least one (1) major grade in each IPR period. Teachers should post at least one (1) new grade to the grade book each week. Teachers will record the grade for an assignment in the grade book within one (1) week of when the assignment is due.

SECONDARY GUIDELINES

Grades 6-8

Standards of Mastery 6-8

Mastery shall be determined as follows:

- Assessments and practice shall be given to determine student grades in each subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills shall be validated by the following assessments: unit assessments, nine-week assessments, quizzes, common assessments, and teacher-created assessments.

Percentage Weight of Grades 6-8

Students will receive both major (assessment) and minor (practice) grades. Major and minor grades will be weighted as follows:

Category of Assignment	Percentage
Major (examples include essays, projects, tests, quizzes, performance assessments)	60%
Minor (examples include homework, quizzes, class activities, practice)	40%
Total	100%

Calculation of Nine Week Averages 6-8

All major grades, calculated to an average, will carry 60% of the weight of the nine week grading period. All practice grades, calculated to an average, will carry 40% of the weight of the nine week grading period. The two averages will be combined in a 60/40 ratio to determine the final average for the nine week grading period.

Calculation of semester 6-8

Calculation of semester averages will be an average of the grades of the two nine week periods.

1st Nine Week Average	50%	3rd Nine Week Average	50%
2nd Nine Week Average	50%	4th Nine Week Average	50%
Semester Average	100%	Semester Average	100%

High school credit courses taken in middle school will follow the high school credit course calculations.

Calculation of Year-long Averages 6-8

Calculation of the year-long average will be an average of the two semester averages.

First Semester Average	50%
Second Semester Average	50%
Year-Long Average	100%

High school credit courses taken in middle school will follow the high school credit course calculations.

Types/Categories of Grades 6-8

Student mastery of subject matter may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have written paper work as their source. Nor is it always necessary to receive a grade for every assignment produced. Although the teacher will monitor and provide feedback to students for any activity which they assign, the feedback does not always need to be in the form of a grade. Assessment should always follow a period of guided practice and/or independent practice. Students' work may be evaluated for more than one subject area as appropriate.

Assessments

Formative Assessments take place during the process of learning and teaching. Formative assessment is the monitoring that occurs throughout the process of learning, providing students with feedback on how they are doing and informs the teacher on the next learning steps.

A quiz is a formative assessment that is designed to assess student knowledge along the learning journey over targeted concepts or objectives. These short assessments are written or oral and are usually less formal than examinations. Quizzes can be announced or unannounced.

Summative assessments are culminating assignments, which give information on students' mastery of content, knowledge, or skills and are a collection of information at the conclusion of a unit, grading period, semester, or course.

Unit tests are larger summative assessments designed to assess student knowledge over a unit of study in the curriculum. Units of study contain essential content standards. The unit test poses targeted questions that address the identified content strands, promote students' thinking, and result in active application of learning.

District-Developed nine week assessments are designed to assess student performance mastery of the prescribed curriculum objectives for a grading period based on the needs of each core area. They cover the TEKS addressed in the Scope and Sequence for a specified period of the course. When assigning a major grade to a district nine week assessment teachers must be consistent across a campus on any given test with the weight of the grade and how scores are assigned.

Performance-Based Courses and Assessments

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include courses within the Visual and Performing Arts, Career and Technical Education, Athletics and Physical Education departments.

In many performance-based courses, the grading and assignments must reflect the TEKS and a measure of the student's performance. In performance-based courses, a higher percentage of the grade may come from successful participation.

Performance assessments are measures of a student's progress toward mastery of the TEKS and District curriculum objectives. There are many forms of assessment that may or may not be utilized by individual teachers. Types of performance assessments include, but are not limited to:

- Classroom participation
- Oral responses Experiments
- Checklists of skills
- Teacher observation Anecdotal notes
- Homework assignments
- Classroom discussions
- Written responses-including notebook/journal entries
- Research project
- Portfolios
- Collaborative group work/projects
- Conferring sessions
- Performance in an extracurricular or co-curricular event such as an evening concert or play

Major Grades 6-8

Major tests and examinations are a culminating assessment, which give information on students' mastery of content, knowledge, or skills. Tests serve to evaluate mastery of the TEKS, concepts, understandings, and District objectives, and provide opportunities to demonstrate identified knowledge or skills. Major tests must be scheduled and announced in advance. At teacher discretion alternative assessments may be substituted for major tests. The method of presentation/product should be designed by the teacher based on the subject area and content objectives. Teachers will provide students with a rubric for alternative assessments.

Term papers or projects are in depth class work or homework assignments that may take up to several weeks to complete.

- Teachers may assign term papers or projects to an individual or to a group of students as determined by the teacher.
- A rubric must be provided to the student prior to beginning the project/paper.
- Term papers or projects assigned over a lengthy period will be provided to the student in writing.

A lab is an activity that could require students to do some or all of the following; collect data/make observations, follow procedures, analyze the data, and form conclusions. The teacher will identify and inform students which labs are associated with major grades.

Compositions are formal writing assignments. Compositions often take more than one class period to complete and are graded for many components. These smaller components of the writing process may be graded as daily grades. The evaluation of the writing process and the content are major determinants when scoring a student composition.

Minor Grades 6-8

Class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There could be occasions where class work becomes homework. Homework is work that is assigned to be completed at home and is either an extension of the assignment or concepts that were covered through guided practice in class or a preview activity for the next class. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully.

Homework 6-8

Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their child's educational program. Homework should be used to reinforce and support mastery of learning and should never be used as a disciplinary measure.

Homework is an extension of the concepts that were taught in class or a preview of content yet to be taught. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully. When appropriate and possible, homework should be differentiated for students depending on their mastery of the objectives.

For grades 6-8, homework is determined by the campus grade level PLC. If a homework grade is to be taken, it should be a minor grade.

Advanced Placement Weights and Categories 6-8

Advanced placement (AP) course percentage weight and types/categories of grades will be determined at the campus level. Where more than one AP content teacher is on a campus, the percentage weight and types/categories of grades shall be consistent.

The AP teacher will communicate to students and parents the percentage weight and types/categories of grades for

the course on the course syllabus or in writing within five days of the beginning of school or the student entering the course.

AP courses will follow all other grading guidelines as described in this handbook.

Reteach and Reassess for Mastery 6-8

Students scoring below mastery of “70” on an assignment shall be allowed to redo the assignment after completing prerequisite work. Prerequisite work may include re-teach, corrections, tutorials, or intervention work. Prerequisite work should be completed within 3 days of the date the student received the original grade. The higher grade, with a maximum of “70”, will be recorded.

Campus PLC’s or grade-levels may elect to allow students to redo assignments for above a 70%.

Late Work 6-8

In order to provide multiple opportunities for students to demonstrate mastery of learning, students who have not turned in work on time will be allowed five school days, from the date the assignment was due, to complete and submit any late work. A maximum of a 20% penalty may be applied to late work.

Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student or parent is responsible for informing the teacher of any such circumstances that prevented the completion of the assignment. Teachers may grant exceptions to this policy as appropriate.

Make-up Work 6-8

Students who have been absent are eligible to do make-up work, regardless of the reason for the absence or school related activity. A student should be given three school days to make up the work. In the case of extended absences, one day will be allowed per day of absence for make-up work beyond the three days. For example, a student who is absent on Monday, would have 3 school days (Tuesday, Wednesday, and Thursday) to make up the work, and the work would be due on Friday.

Maximum Weight of a grade 6-8

No one grade may count more than 15% of the total grade for the nine week grading period at the elementary level. Homework shall not count for more than 15% of a student’s average for the nine week grading period.

Minimum Grades Reported 6-8

Teachers are encouraged to provide a sufficient number of grades so as to allow for multiple opportunities for students to demonstrate mastery of the TEKS. Students should receive a minimum of 10 grades per nine week grading period.

The teacher has the discretion to drop grades. The minimum number of grades must still be recorded and the maximum weight of a single grade cannot be exceeded after a grade is dropped.

Please note: The above recommendations represent the minimum requirements and teachers may provide additional assessments and assignments at their discretion.

Posting Grades 6-8

In order to provide students with timely feedback, grades should be posted at regular intervals. At minimum, teachers should assign and record at least 1 major grade in each IPR period. Teachers should post at least 1 new grade to the grade book each week. Teachers will record the grade for an assignment in the grade book within 1 week of when the assignment is due.

Incomplete Grades 6-8

An Incomplete grade may be given on a temporary basis (seven (7)-day period). Under extenuating circumstances, the

principal may extend time beyond this period.

For UIL eligibility purposes, a student with an incomplete grade in any class is ineligible at the end of the seven-day period unless the incomplete was replaced with a passing grade prior to the end of the seven-day period. Students with an “incomplete” grade either within or beyond the end of the seven day grace period may regain eligibility if the work is made up in accordance with district policy in regard to time allowed for make-up work and the conditions under which make-up work are allowed.

Grades 9-12

Standards of Mastery 9-12

Mastery shall be determined as follows:

- Assessments and practice shall be given to determine student grades in each subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills shall be validated by the following assessments: unit assessments, nine-week assessments, quizzes, common assessments, and teacher-created assessments.

Percentage Weight of Grades 9-12

Students will receive both major (assessment) and minor (practice) grades. Major and minor grades will be weighted as follows:

Category of Assignment	Percentage
Major (examples include essays, projects, tests, quizzes, performance assessments)	70%
Minor (examples include homework, quizzes, class activities, practice)	30%
Total	100%

Calculation of Nine Week Averages 9-12

All major grades, calculated to an average, will carry 70% of the weight of the nine week grading period. All minor grades, calculated to an average, will carry 30% of the weight of the nine week grading period. The two averages will be combined in a 70/30 ratio to determine the final average for the nine-week grading period.

Calculation of Semester Averages 9-12

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

1st Nine Week Average	45%	3rd Nine Week Average	45%
2nd Nine Week Average	45%	4th Nine Week Average	45%
Semester Exam	10%	Semester Exam	10%
Semester Average	100%	Semester Average	100%

When a student is exempt from an exam, the spring semester average will be the average of the nine-week grading periods.

1st Nine Week Average	45%	3rd Nine Week Average	50%
2nd Nine Week Average	45%	4th Nine Week Average	50%
Semester Exam	10%	Semester Exam	X
Semester Average	100%	Semester Average	100%

Calculation of Year-long Averages 9-12

Students in high school credit courses receive separate and independent grades for each semester for a year-long course. However, semesters will be averaged to calculate an overall year-long average for course credit. Attendance requirements for earning course credit or an attendance waiver must be met.

First Semester Average	50%
Second Semester Average	50%
Year-Long Average	100%

Types/Categories of Grades 9-12

Student mastery of subject matter may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have written paper work as their source. Nor is it always necessary to receive a grade for every assignment produced. Although the teacher will monitor and provide feedback to students for any activity which they assign, the feedback does not always need to be in the form of a grade. Assessment should always follow a period of guided practice and/or independent practice. Students’ work may be evaluated for more than one subject area as appropriate.

Assessments

Formative Assessments take place during the process of learning and teaching. Formative assessment is the monitoring that occurs throughout the process of learning, providing students with feedback on how they are doing and informs the teacher on the next learning steps.

A quiz is a formative assessment that is designed to assess student knowledge along the learning journey over targeted concepts or objectives. These short assessments are written or oral and are usually less formal than examinations. Quizzes can be announced or unannounced.

Summative assessments are culminating assignments, which give information on students’ mastery of content, knowledge, or skills and are a collection of information at the conclusion of a unit, grading period, semester, or course.

Unit tests are larger summative assessments designed to assess student knowledge over a unit of study in the curriculum. Units of study contain essential content standards. The unit test poses targeted questions that address the identified content strands, promote students’ thinking, and result in active application of learning.

District-Developed nine week assessments are designed to assess student performance mastery of the prescribed curriculum objectives for a grading period based on the needs of each core area. They cover the TEKS addressed in the Scope and Sequence for a specified period of the course. When assigning a major grade to a district nine week assessment teachers must be consistent across a campus on any given test with the weight of the grade and how scores are assigned.

Performance-Based Courses and Assessments

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include courses within the Visual and Performing Arts, Career and Technical Education, Athletics and Physical Education departments.

In many performance-based courses, the grading and assignments must reflect the TEKS and a measure of the student's performance. In performance-based courses, a higher percentage of the grade may come from successful participation.

Performance assessments are measures of a student's progress toward mastery of the TEKS and District curriculum objectives. There are many forms of assessment that may or may not be utilized by individual teachers. Types of performance assessments include, but are not limited to:

- Classroom participation
- Oral responses Experiments
- Checklists of skills
- Teacher observation Anecdotal notes
- Homework assignments
- Classroom discussions
- Written responses-including notebook/journal entries
- Research project
- Portfolios
- Collaborative group work/projects
- Conferring sessions
- Performance in an extracurricular or co-curricular event such as an evening concert or play

Major Grades 9-12

Major tests and examinations are a culminating assessment, which give information on students' mastery of content, knowledge, or skills. Tests serve to evaluate mastery of the TEKS, concepts, understandings, and District objectives, and provide opportunities to demonstrate identified knowledge or skills. Major tests must be scheduled and announced in advance. At teacher discretion alternative assessments may be substituted for major tests. The method of presentation/product should be designed by the teacher based on the subject area and content objectives. Teachers will provide students with a rubric for alternative assessments.

Term papers or projects are in depth class work or homework assignments that may take up to several weeks to complete.

- Teachers may assign term papers or projects to an individual or to a group of students as determined by the teacher.
- A rubric must be provided to the student prior to beginning the project/paper.
- Term papers or projects assigned over a lengthy period will be provided to the student in writing.

A lab is an activity that could require students to do some or all of the following; collect data/make observations, follow procedures, analyze the data, and form conclusions. The teacher will identify and inform students which labs are associated with major grades.

Compositions are formal writing assignments. Compositions often take more than one class period to complete and are graded for many components. These smaller components of the writing process may be graded as daily grades. The

evaluation of the writing process and the content are major determinants when scoring a student composition.

Minor Grades 9-12

Class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There could be occasions where class work becomes homework. Homework is work that is assigned to be completed at home and is either an extension of the assignment or concepts that were covered through guided practice in class or a preview activity for the next class. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully.

Homework 9-12

Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their child's educational program. Homework should be used to reinforce and support mastery of learning and should never be used as a disciplinary measure.

Homework is an extension of the concepts that were taught in class or a preview of content yet to be taught. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully. When appropriate and possible, homework should be differentiated for students depending on their mastery of the objectives.

For grades 9-12, homework should:

- be completed outside of class
- provide an additional opportunity for practice
- be an extension of the assignment or concepts that were covered through guided practice in class
- be a preview activity for learning that will occur in the next class

Advanced Placement Weights and Categories 9-12

Advanced placement (AP) course percentage weight and types/categories of grades will be determined at the campus level. Where more than one AP content teacher is on a campus, the percentage weight and types/categories of grades shall be consistent.

The AP teacher will communicate to students and parents the percentage weight and types/categories of grades for the course on the course syllabus or in writing within five days of the beginning of school or the student entering the course.

AP courses will follow all other grading guidelines as described in this handbook.

Reteach and Reassess for Mastery 9-12

Students scoring below mastery of "70" on an assignment shall be allowed to redo the assignment after completing prerequisite work. Prerequisite work may include re-teach, corrections, tutorials, or intervention work. Prerequisite work should be completed within 3 days of the date the student received the original grade. The higher grade, with a maximum of "70", will be recorded.

Campus PLC's or grade-levels may elect to allow students to redo assignments for above a 70%.

Reassess Final Exam and Midterms

Students scoring below mastery of "70" on a final exam or midterm **will not** be allowed to redo the midterm or final assessment. There is not an opportunity for reteach and prerequisite work on final exams and midterms.

Late Work 9-12

In order to provide multiple opportunities for students to demonstrate mastery of learning, students who have not

turned in work on time will be allowed five school days, from the date the assignment was due, to complete and submit any late work. A maximum of a 20% penalty may be applied to late work.

Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student or parent is responsible for informing the teacher of any such circumstances that prevented the completion of the assignment. Teachers may grant exceptions to this policy as appropriate.

Make-up Work 9-12

Students who have been absent are eligible to do make-up work, regardless of the reason for the absence or school related activity. A student should be given three school days to make up the work. In the case of extended absences, one day will be allowed per day of absence for make-up work beyond the three days. For example, a student who is absent on Monday, would have 3 school days (Tuesday, Wednesday, and Thursday) to make up the work, and the work would be due on Friday.

Extra Credit 9-12

Extra Credit may be assigned by a teacher but may only be based on academic work above the regular course expectations.

Maximum Weight of a grade 9-12

No one grade may count more than 20% of the total grade for the nine week grading period at the elementary level. Homework shall not count for more than 15% of a student's average for the nine week grading period.

Minimum Grades Reported 9-12

Teachers are encouraged to provide a sufficient number of grades so as to allow for multiple opportunities for students to demonstrate mastery of the TEKS. Students should receive a minimum of 10 grades per nine week grading period.

The teacher has the discretion to drop grades. The minimum number of grades must still be recorded and the maximum weight of a single grade cannot be exceeded after a grade is dropped.

Please note: The above recommendations represent the minimum requirements and teachers may provide additional assessments and assignments at their discretion.

Posting Grades 9-12

In order to provide students with timely feedback, grades should be posted at regular intervals. At minimum, teachers should assign and record at least 1 major grade in each IPR period. Teachers should post at least 1 new grade to the grade book each week. Teachers will record the grade for an assignment in the grade book within 1 week of when the assignment is due.

Incomplete Grades 9-12

An Incomplete grade may be given on a temporary basis (seven (7)-day period). Under extenuating circumstances, the principal may extend time beyond this period.

For UIL eligibility purposes, a student with an incomplete grade in any class is ineligible at the end of the seven-day period unless the incomplete was replaced with a passing grade prior to the end of the seven-day period. Students with an "incomplete" grade either within or beyond the end of the seven day grace period may regain eligibility if the work is made up in accordance with district policy in regard to time allowed for make-up work and the conditions under which make-up work are allowed.

Exam Exemptions 11-12

Students in grades 11-12 who meet the criteria listed below may earn the opportunity to be exempt from one or more final exams. Students may earn exemptions by achieving strong course grades, good attendance and satisfying the College, Career, and Military Readiness criteria outlined below.

Final Exam Definition: *A final exam is defined as the cumulative assessment for a semester course (at the end of the semester for .5 credit) and for a year-long course (at the end of the year for 1.0 credit courses).*

Attendance: *Attendance is considered individually for each course. An exemption from finals can be earned for each course taken.*

The decision to take an exemption(s) is up to each student. Individual students must maintain the following:

For Semester Courses:

1. Course grade of 90 or better and no more than 2 absences during the course OR
2. Course grade of 80 or better and no more than 1 absences during the course;

For Year-Long Courses:

1. Course grade of 90 or better and no more than 3 absences during the course OR
2. Course grade of 80 or better and no more than 2 absences during the course;

AND

1. Complete the ApplyTexas Application (Seniors Only);

AND

1. Complete the FAFSA or TAFSA (Seniors Only)

AND

1. Successfully satisfy at least one College-Ready, Career-Ready or Military Indicator (see chart below):

COLLEGE, CAREER, MILITARY READINESS INDICATORS FOR ACCOUNTABILITY

Applies to Class of 2021 Graduates

College-Ready Indicators	Details																																							
Met ELA AND Math TSI	<p>On any combination of TSIA, ACT, SAT, successful completion of College Prep Course</p> <ul style="list-style-type: none"> Graduate must meet for BOTH ELA AND Math in order to earn the CCMR for TSI For TSIA, scores obtained through the October following the student's graduation are used (i.e. student graduates in May/June 2020 and TSI scores through October 2020 are included) For SAT & ACT, scores obtained through June of the graduation year are used (i.e. student graduates in May/June 2020 and SAT and/or ACT scores through June 2020 are included) For students who test multiple times (TSIA, ACT, SAT), their BEST score is used for CCMRs 																																							
	<table border="1"> <thead> <tr> <th colspan="7">TSI Criteria</th> </tr> <tr> <th></th> <th>TSIA/TSIA2</th> <th></th> <th>SAT</th> <th></th> <th>ACT</th> <th></th> <th>College Prep Course</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td> <p>For TSIA: >=351 on Reading ---OR--- For TSIA2: >=945 AND Essay >=5 ---OR--- <945 AND Diag. Level >=5 AND Essay >=5</p> </td> <td>or</td> <td> >=480 on Evidence-Based Reading and Writing (EBRW) </td> <td>or</td> <td> >=19 on English AND >=23 Composite </td> <td>or</td> <td>Complete and earn credit for ELA college prep course</td> </tr> <tr> <td colspan="8" style="text-align: center;">Must Meet one ELA score above AND one math score below</td> </tr> <tr> <td>MATH</td> <td> <p>For TSIA: >=350 ---OR--- For TSIA2: >=950 ---OR---</p> </td> <td>or</td> <td> >=530 </td> <td>or</td> <td> >=19 on Math AND >=23 Composite </td> <td>or</td> <td>Complete and earn credit for math college prep course</td> </tr> </tbody> </table>	TSI Criteria								TSIA/TSIA2		SAT		ACT		College Prep Course	ELA	<p>For TSIA: >=351 on Reading ---OR--- For TSIA2: >=945 AND Essay >=5 ---OR--- <945 AND Diag. Level >=5 AND Essay >=5</p>	or	>=480 on Evidence-Based Reading and Writing (EBRW)	or	>=19 on English AND >=23 Composite	or	Complete and earn credit for ELA college prep course	Must Meet one ELA score above AND one math score below								MATH	<p>For TSIA: >=350 ---OR--- For TSIA2: >=950 ---OR---</p>	or	>=530	or	>=19 on Math AND >=23 Composite	or	Complete and earn credit for math college prep course
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MATH	<p>For TSIA: >=350 ---OR--- For TSIA2: >=950 ---OR---</p>	or	>=530	or	>=19 on Math AND >=23 Composite	or	Complete and earn credit for math college prep course																																	
AP/IB	Met criteria of 3 on <u>any subject-area</u> AP exam, or 4 on IB exam																																							
Dual Course Credits	Earned 9 or more hours in any subject, OR 3 hours in ELA <u>OR</u> Math																																							
Associate's Degree	Earned an Associate's Degree while in high school																																							
OnRamps Courses	Completed any subject area <u>OnRamps</u> course <u>and qualifying to earn</u> at least 3 hours of university or college credit (student does NOT have to accept the college credit hours)																																							
Graduation Plan Diploma <i>(only for students receiving special education services)</i>	Graduates receiving special education services with one of the following diploma plans: <ul style="list-style-type: none"> Recommended High School Plan (RHSP) Distinguished Achievement Plan (DAP) Foundation High School Plan with Endorsement (FHSP-E) Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) 																																							

Updated Oct 2020

Career-Ready Indicators	Details
Earned an Industry Based Certification on TEA list of approved IBCs for Accountability	The list of 245 industry-based certifications effective for 2019 annual graduates is found in 19 TAC §74.1003, available online at https://tea.texas.gov/sites/default/files/2019-2020%20Industry-based%20Certification%20List%20for%20Public%20School%20Accountability_2020.pdf
Higher Education Program Level I/Level II Certificate	Data will be provided to TEA by the Texas Higher Education Coordinating Board http://www.theccb.state.tx.us/reports/PDF/10494.PDF?CFID=75314517&CFTOKEN=13839274
Completed IEP and Workforce Readiness <i>(only for students receiving special education services)</i> (Graduation Type Code 04, 05, 54, or 55)	Student's IEP must indicate full time employment (~20 hours) or demonstration of mastery of specific employability skills and self-help skills Completion Of IEP And Full-Time Employment With Sufficient Self-Help Skills To Maintain Employment Without Public School Services <ul style="list-style-type: none"> Minimum HSP Graduate Type Code 04; Foundation HSP Graduate Type Code 54 Completion Of IEP And Demonstrated Mastery Of Specific Employability And Self-Help Skills That Do Not Require Public School Services <ul style="list-style-type: none"> Minimum HSP Graduate Type Code 05; Foundation HSP Graduate Type Code 55

Military-Ready Indicator	Details
Pass the ASVAB and Enlist in the U.S. Armed Forces	<p>Student must pass the ASVAB and enlist in the military.</p> <p>NEW as of Fall 2020: Documentation must be collected to accurately and precisely report the Military Enlistment Indicator by the PEIMS resubmission. Only students meeting one of the following with all required documentation should be coded for the Military Enlistment indicator:</p> <ul style="list-style-type: none"> ▣ "Confirmed Actual Enlistment" – students confirmed to be enlisted in the military by December 31 immediately following high school graduation <ul style="list-style-type: none"> ▫ Documentation Required: Verifiable documentation from a military recruiter such as an email indicating enlistment, or any official Dept of Defense document showing enlistment and acceptance in the U.S. military, as long as the enlistment occurs by December 31 immediately following high school graduation ▣ "Confirmed Imminent Enlistment" – students on the day of graduation will enlist in the military by December 31 immediately following high school graduation <ul style="list-style-type: none"> ▫ Documentation Evidence of EACH of the following is Required: <ol style="list-style-type: none"> 1. The student obtains a passing score on the ASVAB 2. The student engages in a one on one meeting with a military recruiter at the request of the student 3. After passing the ASVAB and meeting with the military recruiter, the student executes a form indicating the intent to enlist in the military by December 31 immediately following high school graduation and the student personally delivers the form to the district and the military recruiter; and 4. There is no evidence indicating that the student has been disqualified from military service or has otherwise indicated a subsequent lack of intent to enlist in the military. <p>Districts must maintain verifiable, supporting documentation that may be reasonably determined by TEA to conclusively demonstrate and accurately account for "Confirmed Actual Enlistment" and "Confirmed Imminent Enlistment" and may be subject to audit by TEA.</p>

Updated Oct 2020

UNIVERSITY INTERSCHOLASTIC (UIL) ELIGIBILITY ADVANCED PLACEMENT (AP) WAIVERS

Texas Education Code 33.081 (c) and FM (LEGAL) (Refer to UIL website

<https://www.uil-texas.org/policy/tea-uil-side-by-side>)

UIL Eligibility

A student shall be suspended from participation in any extracurricular activity/organization sponsored or sanctioned by the district or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than an identified honors or advanced class.

A suspension will continue for at least three school weeks and is not removed during the school year until the conditions for removing the suspension, as described below, are met.

Until the suspension is removed or the school year ends, the district shall review the grades of a student suspended under these provisions at the end of each three-week period following the date on which the suspension began. At the time of a review, the suspension is removed if the student's grade in each class, other than a TEA-identified advanced course, is equal to or greater than the equivalent of 70 on a scale of 100. The principal and each of the student's teachers shall make the determination concerning the student's grades.

Grade Waiver Process

Students who fail a high school advanced course with a grade between 60 and 69 may apply for a waiver which will allow them to continue to participate in co-curricular activities. Students will be allowed two waivers per year to use at their discretion. This is two waivers in total, not two waivers per course.

Waivers can be used at IPRs and marking periods beginning at IPR 2. Waiver requests can be obtained from the administrative office and require parent and teacher signatures.

Courses for which a waiver may be requested are:

1. All AP courses
2. English Language Arts—Pre-AP
3. Languages Other than English—Pre-AP
4. Mathematics—Pre-AP
5. Science—Pre-AP
6. Social Studies—Pre-AP

The principal or designee shall approve the waivers and communicate with the appropriate coach or sponsor. A student with an incomplete grade in any class is ineligible at the end of the seven day grace period unless the incomplete was replaced with a passing grade prior to the end of the seven day grace period, unless special circumstances warrant an extension approved by the campus principal.

Middle school students are not eligible for waivers of a failing grade in any Pre AP or AP class.

APPENDIX A: AP GRADE EXEMPTION WAIVER FORM

Pflugerville Independent School District Grade Exemption Waiver

Student Name:	ID#	Grade:
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Grading Period: (Circle One)

1st Nine Week

2nd Nine Week

3rd Nine Week

4th Nine Week

UIL Activities:	
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USE POLICY: Students will be permitted to use this waiver form for one course each semester. Waiver forms can only be used for grade(s) of 60 or above. The form must be submitted to the assigned campus administrator prior to the end of the grace period week for the intended eligibility cycle.

Course Name	Teacher	Approved/Denied

Signature	Date
Student Signature:	
Parent Signature:	
Administrator Signature:	

APPENDIX B: REPORT CARD DATES

Elementary Report Card Dates
PK - 5th
2020-2021

REVISED 11/12/2020 - Changes highlighted

Grading Period	IPR Snapshot 4:30 pm	IPR to Parents	9 Weeks Ends	Grades Due Snapshot	Report Card to Parents
1NW	IPR1		1NW		
8/13/20-10/8/20	9/10	9/17	10/8	10/13 4:30 pm	10/15
2NW / S1	IPR2		2NW / S1		
10/13/20 - 1/5/21	11/12	11/19	12/18	1/5 4:30 pm	1/13
3NW	IPR3		3NW		
1/6/21 - 3/11/21	2/8	2/16	3/11	3/23 4:30 pm	3/29
4NW / S2	IPR4		4NW / S2		
3/22/21 - 5/27/21	4/23	4/30	5/27	5/20 4:30 pm	5/27

Secondary Progress Report and Report Card Dates
6th - 12th
2020-2021

REVISED 1-7-2021 - Change highlighted

Grading Period	IPR Snapshot 4:30 pm	IPR Home / UIL Eligible	UIL Eligibility	IPR Snapshot 4:30 pm	IPR Home / UIL Eligible	UIL Eligibility	9 Weeks Ends	Grades Due Snapshot	Report Card Home / UIL Eligible	UIL Eligibility
1NW	IPR1			IPR2			1NW			
8/13/20-10/8/20	9/3	9/10	N/A	9/24	10/1	Gain or Lose	10/8	10/13 4:30 pm	10/15	Gain or Lose
2NW / S1	IPR3			IPR4			2NW / S1			
10/13/20 - 1/5/21	11/2	11/9	Gain	11/20	12/7	Gain	12/18	1/5 4:30 pm	1/13	Gain or Lose
3NW	IPR5			IPR6			3NW			
1/6/21 - 3/11/21	1/25	2/1	Gain	2/11	2/18	Gain	3/11	3/23 4:30 pm	3/29	Gain or Lose
4NW / S2	IPR7			IPR8			4NW / S2			
3/22/21 - 5/27/21	4/9	4/16	Gain	4/30	5/7	Gain	5/27	TBD	TBD	N/A