
Huntsville ISD

Secondary Grading and Reporting Handbook

2026 - 2027



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PURPOSE OF GRADES

Grades are a reflection of a student's achievement of learning standards.

PROCEDURES

INSTRUCTIONAL PRACTICE (Minor Grades)

When a student learns new material, he or she goes through a time of wrestling with the material before eventually mastering the information or skills. It is expected that a student will make mistakes during this learning process. Any work done during this learning period is considered *Instructional Practice*. The purpose of *Instructional Practice* is not to evaluate a student's final achievement of a learning standard(s), but to determine where he or she is in the learning process, diagnose any problems, and aid in getting the help needed to learn the material. *Instructional Practice* could consist of different types of practice including, but not limited to:

- Rubric graded notebooks and journals based on TEKS
- Teacher observations
- Learning centers/stations
- Writing processes
- Homework
- Learning pieces within a Portfolio

INSTRUCTIONAL ACHIEVEMENT (Major Grades)

The purpose of Instructional Achievement is to evaluate how well a student is meeting the learning standards. Some student work for Instructional Achievement may take place outside of the classroom. Instructional Achievement could consist of many different types of assessments including, but not limited to:

- Tests/Assessments
- Quizzes
- Writings (term papers, essays, compositions)
- Presentations
- Research Projects
- Performance Assessments
- Special Projects
- Laboratory Projects

*Rubrics for projects are highly encouraged.

HOMEWORK

Homework is for the purpose of independent practice, extension, and enrichment of learning topics previously covered in class. It should be clear, meaningful, and relevant to learning targets and give students an opportunity to apply learned skills and allow them to reflect on their learning. Homework is practice and should be learning centered, necessary, reasonable, and high quality. Assignments must be related to state and/or local instructional standards. While students should be able to complete homework assignments independently, parents are encouraged to oversee the assignments. Homework will not be assigned (created) as a consequence for misbehavior.

MIDDLE SCHOOL and HIGH SCHOOL	
Time	• Actual time required to complete assignments will vary with each student's study habits, academic skills, and selected course load. • Collaborate with team teacher/department leads.
Grade	• Reflection of a student's achievement of learning standards. • Non-completion of homework should not determine a failing grade for the grading period. Homework cannot count more than 10% of a total "Instructional Practice" average.
School Holidays	• As needed to meet course requirements, i.e., Honors, Pre-AP, AP, certification exams, etc.
Type	• Differentiated and meaningful homework tied to the TEKS. • Emphasis on process not product. • Homework is an extension of previously taught material. It may also prepare students for future learning.

LATE WORK

Late work penalty only applies to students who are in attendance, but fail to turn in work on time. Students will have **7 school days** to submit late work. In the event of absences, any makeup work incurred during the student's absence will be due to the teacher **within 7 school days** after the student returns to school. Students absent (including extracurricular absences) and/or out of school suspension have the same number of days missed to make up missing or late work with no penalty. For students who are absent on the day an exam or assignment is due, the student is expected to turn in the assignment on the day they return. In high school, Dual Credit or OnRamps classes will follow the guidelines set forth by the institution. Campus administrators have the discretion to make decisions regarding extenuating circumstances, as they deem necessary.

**Absences are defined by the state Student Attendance Accounting Handbook and does not apply in the case of a student skipping class(es).*

Days Late	Points deducted	Examples
1 day	10	100 records up to 90
2 days	20	100 records up to 80
3 days	30	100 records up to 70
4 to 7 days	40	100 records up to 60

ARTIFICIAL INTELLIGENCE (AI)

The District is committed to promoting academic integrity, fostering a culture of originality, and ethical conduct among our students. We recognize the potential of Artificial Intelligence (AI) tools to enhance learning experiences; however, we strictly prohibit the use of AI to plagiarize assignments. When generating ideas with AI, we believe in the importance of individual effort, critical thinking, and the responsible use of technology.

Teachers play a crucial role in guiding students' use of technology and fostering ethical practices. Our educators will provide clear guidelines, instruction, and support to help students understand the responsible and appropriate use of AI tools in their assignments. We emphasize the following expectations regarding the use of AI tools in student assignments:

1. Originality: Students must take personal responsibility for the originality and authenticity of their work. Assignments should reflect their own thoughts, ideas, and understanding of the subject matter.
2. Proper Attribution and Citation: When incorporating AI-generated content into their assignments, students must accurately cite and attribute the sources. This includes

acknowledging the use of AI tools and providing appropriate citations or attributions for any external content generated by AI algorithms.

3. Academic Integrity: Students should adhere to the principles of academic integrity, honesty, and respect for intellectual property rights. Plagiarism, whether facilitated by AI tools or any other means, is strictly prohibited and will not be tolerated.

Any violation of this policy will be addressed according to our established disciplinary procedures. Consequences may include, but are not limited to, revision of assignments, loss of academic privileges, parental involvement, and/or other appropriate measures deemed necessary by the school administration.

By upholding these principles and guidelines, we can cultivate a culture of academic integrity, respect, and personal growth within our school district community.

REASSESSMENT

Reassessment must be offered, after a documented absence, to allow a student another opportunity to show mastery on a test/assessment after he/she has scored below a 70 (EIA Local). According to the Student Attendance Accounting Handbook, a documented absence includes, but is not limited to, participation in an off-campus work-based learning opportunity, observing a religious holiday, required court appearance, attending a specific military funeral, life-threatening illness, college/university visit, or to obtain a driver's license. The exhaustive list may be found here (pg. 58-63). After reteaching occurs, the reassessment option may include a formal or informal measure deemed appropriate by the teacher/course level for evaluating the skills/concepts. The teacher will provide one mutually agreed upon opportunity to allow the student to be reassessed as soon as possible. The opportunity to be reassessed should be provided within one week after the failing grade is received. A reassessment must be completed prior to the next assessment/test (Instructional Achievement assessment).

Reteach and reassessment is required and does not violate any of the grading requirements. The PLC may determine what reteach and reassessment looks like and how the final grade will be scored. Only **one** reassessment may be taken per failing assessment/test grade. The maximum grade earned on reassessment is a 70. Reassessment shall be optional on the part of the student. The reassessment option is not available for final exams.

If 50% or more of the students in a class (Leveled, Honors, PreAP and AP) fail to demonstrate mastery of state and/or local curriculum standards on an Instructional Achievement Assessment, the teacher must provide reteaching and reassessment during class time. Curving of grades does not mean students have demonstrated mastery of the material and does not preclude the teacher from providing reteaching and reassessment to the students during class time. All students in the class will be given the opportunity to reteach and reassess. The higher of the two grades will be recorded.

PARTICIPATION GRADES

Participation grades will be awarded as an Instructional Practice grade. Such grades will be awarded only on the basis of criteria that are clearly identified and communicated to students prior to the learning activities. The criteria shall state the expected academic proficiencies and behaviors to be demonstrated by the students. The criteria must be directly related to the knowledge and skills of the course. Teachers may observe and assess an individual student's participation in learning activities but no individual student's participation grade on any assignment involving group instructional work shall be determined by the performance of other students in the group.

PERFORMANCE-BASED GRADES

Performance based grades will be awarded only based on criteria that are clearly identified and communicated to students before the learning activities. The criteria will state the expected academic proficiencies and behaviors to be demonstrated by the students. The criteria must be directly related to the knowledge and skills of the Texas Essential Knowledge and Skills (TEKS). No individual student's grade on any assignment involving group instructional work shall be determined by the performance of other students in the group.

EXTRA CREDIT

Extra credit must be related to the TEKS in the course. If extra credit is offered, it must be available to all students in that course. Extra credit may not be given for clerical tasks such as giving a student a "100" for returning a progress/report card, canned goods, fundraiser, etc.. If the extra credit assignment creates a financial or transportation burden on the student, an alternative extra credit assignment will be given. Extra credit will not replace any missed assignment, and can only be given if all required work has been completed.

ABSENTEEISM

According to the Student Attendance Accounting Handbook (SAAH), a documented absence includes, but is not limited to, participation in an off-campus work-based learning opportunity, observing a religious holiday, required court appearance, attending a specific military funeral, life-threatening illness, college/university visit, or to obtain a driver's license. The exhaustive list may be found [here](#) (pg. 58-63).

A. Enrolled Students

1. Students shall be expected to make up assignments and tests after absences. In general a student has one day to makeup work for each day he/she is absent.
2. Instructional Practice and Instructional Achievement assignments scheduled and communicated before an absence are generally due on the day of return.
3. Make-ups of exams will be a mutually agreed upon time scheduled by the teacher and student to take place outside of regular classroom time.

4. Teachers need to take into account extenuating circumstances of students in regards to making up work missed due to absences.

B. Students Not Enrolled for an Entire Grading Period

1. When students transfer into the district during a grading period from another accredited school, the grades received from the sending school for the same or similar course will be calculated with current course grades to compute the progress or report card grade.
2. A student, through no fault of his/her own, who is not enrolled for an entire grading period, semester, or course, shall be provided opportunities to earn credit for the semester or course or grade for the grading period. The Board of Trustees shall adopt policies establishing alternative ways for students to make up work or regain credit lost, because of absences. Appropriate opportunities shall include, but are not limited to: credit by examination, make-up work, and or tutorial sessions.

AWARDING CLASS CREDIT

Mastery of Objectives

1. Student academic achievement shall be based upon the degree of mastery of the District's objectives which reflect the Texas Essential Knowledge and Skills (TEKS).
2. In order to be awarded a grade of a "70" in a course or subject, a student must demonstrate 70% mastery of the District's objectives.

Required Attendance

In accordance with State law, the student must have ninety percent (90%) attendance in the class during the semester to be eligible to earn credit for that course.

According to the Student Attendance Accounting Handbook (SAAH), a documented absence includes, but is not limited to, participation in an off-campus work-based learning opportunity, observing a religious holiday, required court appearance, attending a specific military funeral, life-threatening illness, college/university visit, or to obtain a driver's license. The exhaustive list may be found [here](#) (pg. 58-63).

Seniors and juniors are allowed a total of two college visits each school year. The college visitation form is to be completed prior to the college visit for approval from the student's counselor. These absences for approved college/university visits do not affect exemption for semester exams. The absences are considered excused if a letter on college letterhead or an email from the college coach are turned into the attendance office.

MINIMUM NUMBER OF GRADES

For each report card period, the minimum number of grades to be used in calculating the average for each core subject and/or course is as follows:

MIDDLE SCHOOL - 6th, 7th, 8th grade - 6 week grading cycle	Total Number of Grades = 9 per subject minimum • Instructional Achievement Grades = 2 grades minimum • Instructional Practice Grades = 7 grades minimum • At least, 3 grades must be recorded and reported by the third week progress report. ○ 1 grade must be an Instructional Achievement grade. **Reading Enhancement Classes will be graded on a Pass / Fail.
HIGH SCHOOL - 9th - 12th grade - 6 week grading cycle	Total Number of Grades = 9 per subject minimum • Instructional Achievement Grades = 2 grades minimum • Instructional Practice Grades = 7 grades minimum • At least, 3 grades must be recorded and reported by the third week progress report. ○ 1 grade must be an Instructional Achievement grade. **Reading Enhancement Classes will be graded on a Pass / Fail.

All grades taken within Instructional Practice and Instructional Achievement shall be recorded and posted for parents to view in the electronic grade book for grade levels 6th - 12th within a week of being collected. However, major projects and similar student work may take longer than a week to grade due to the nature of the grading process.

GRADING SCALES

Grades may be calculated on Instructional Practice and Instructional Achievement in one of the following methods.

A. NUMERICAL GRADES

A 100 is the highest grade that can be recorded. The lowest passing grade is 70.

The grading scale is:

A= 90-100

B= 80-89

C= 70-79

F= Failing (Below 70)

B. GRADE EQUIVALENTS (To be used for Transfer-In-Grades)

1. Secondary

A+ = 100

A = 95

A- = 90

B+ = 88

B = 85

B- = 80

C+ = 78

C = 75

C- = 70

F = Failing 69 and below

CALCULATION OF GRADES

All secondary courses will calculate and report a semester average. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%. Grades recorded in a gradebook represent a confidential record for assessment of student performance.

Middle School Courses

The semester average will be the average of the three six week grading periods. High school elective courses will follow the high school course credit semester average since semester exams are administered.

1st Six Weeks Average	33.3334%	4th Six Weeks Average	33.3334%
2nd Six Weeks Average	33.3334%	5th Six Weeks Average	33.3334%
3rd Six Weeks Average	33.3334%	6th Six Weeks Average	33.3334%
Semester Average	100%	Semester Average	100%

High School Credit Courses

When a student is exempt from the semester exam, the semester average will be the average of the six week grading periods.

1st Six Week Average	80%	4th Six Week Average	80%
2nd Six Week Average		5th Six Week Average	
3rd Six Week Average		6th Six Week Average	
Semester Exam	20%	Semester Exam	20%
Semester Average	100%	Semester Average	100%

Note: Will use electronically generated report cards and progress reports at grades 6-12.

Grades 6th -12th

The following percentages apply for report card grade calculation.

	ON-LEVEL COURSES	Honors, PRE-AP, and AP
INSTRUCTIONAL PRACTICE	50%	40%
INSTRUCTIONAL ACHIEVEMENT	50%	60%

HONORS & PRE-ADVANCED PLACEMENT (PRE-AP) STUDENT EXPECTATIONS

The purpose of Honors and Pre-AP classes are created to prepare each student for the demands of an AP class in high school. Honors and Pre-AP classes are offered to students in the middle school and high school level. Honors and Pre-AP teachers are required to attend training in order to teach the course.

Below are some characteristics and expectations for students who enroll in Honors and Pre-AP courses:

- Self-motivation - Students must be self-motivated to complete the rigorous coursework.
- Grit - Students need to possess grit to ensure they do not quit when coursework becomes difficult.
- Critical Thinker - Critical thinking is a skill that is taught and must be learned and applied in every Honors and Pre-AP course.
- Responsible - Responsibility is key for Honors and Pre-AP students. They must be willing to take responsibility for their learning.
- Preparation Outside of Class - There are projects, readings, and other coursework involved in Honors and Pre-AP courses. Students will be expected to work outside of the regular class time.
- Attend tutorials - The coursework will be challenging and students will need to attend tutorials outside of the regular class time.
- Ability to Meet Deadlines - Honors and Pre-AP courses have due dates and students must be able to meet the required deadlines.
- Learn to be Collaborative - Collaboration with other students is key to Honors and Pre-AP courses. Group projects are typical assignments and students will learn how to work together in a group setting.
- Not Adverse to Challenge - Honors and Pre-AP courses are rigorous courses. Students must be willing to accept and overcome challenges.
- Brave Enough to Ask Questions - Honors and Pre-AP students need to advocate for themselves. Being brave enough to ask questions when they do not understand the content is critical.
- Recommend Meets Level of Previous STAAR - While this is not a requirement, it is a consideration. The Meets level of STAAR is equivalent to a student performing on grade level. This will not prevent a student from taking Honors and Pre-AP courses.

If a student is not passing an Honors and Pre-AP course after one grading period, the campus administration may set a meeting with the teacher and parent to discuss continuation in the Honors and Pre-AP class.

ADVANCED PLACEMENT (AP) STUDENT EXPECTATIONS

The Advanced Placement Program by College Board is a nationally recognized program

that introduces students to the challenges of college-level coursework while they are in high school. The purpose of AP classes is to prepare each student for the demands of an AP class in high school. AP courses provide students an opportunity to earn high school and college credit. Each course has an AP exam at the end of the course. Students are expected to take and pass the AP course exam. AP teachers are required to attend training and have the course syllabus approved by the College Board in order to teach the course.

Below are some characteristics and expectations for students who enroll in AP courses:

- Motivation and dedication to school work.
- Committed to completing projects, research, and extra readings.
- Responsible.
- Ability to prioritize and balance school work and extracurricular activities.
- Ability to meet all deadlines.
- Proficient or beyond proficient in reading and writing skills.
- Preparedness with materials
- Able to collaborate with others.
- Willingness to take the AP exam.
- Willing to prepare outside of class
- Ability to ask for help when necessary.

LEVEL CHANGE PROCEDURES

For students enrolled in Honors, Pre-AP or AP courses, the following guideline will need to be met for a level change.

- Grades from the dropped course will be carried into the added course. No adjustments in grades from AP, Honors, Pre-AP or Dual Credit will be carried to the new course.
- Campuses may implement protocols for level changes based on student performance.

ACADEMIC DISHONESTY

Academic dishonesty includes, but is not limited to: copying another student's work, giving your work to another student for him/her to copy, and/or the misuse of AI. Academic dishonesty may result in a grade of zero. Parents will be contacted by the teacher and students may be referred to campus administration for possible disciplinary action.

COMMUNICATION OF GRADES AND ACADEMIC PROGRESS

Grade Reporting

- Informal Notification: Parents/guardians and students are encouraged to contact the teacher at any time to inquire about grades.
- It is strongly recommended for teachers to contact parents when they observe a pattern of failing grades or a significant change in the student's grades.
- Progress Report: At three week intervals, students will be given a progress report in

all courses. It is the responsibility of the student to take the progress report card home to their parents/guardians.

- Formal Notification: At the end of each grading period, parents will be notified of their child's grades by means of a report card. The report card in addition to grades will have the number of days the student has been absent during the official marking class period. Report cards are not mailed home and it is the responsibility of the student to take the report card home to their parents/guardians. Final report cards are mailed home.
- Viewing Grades Online: Parents may view their child's grades online through Skyward. It is the primary responsibility of the parent/guardian to regularly check their students Skyward for updated grades, attendance, and discipline. Directions and access are on the district's website under the Parent/Student tab.

Parent/Guardian Teacher Conferences

- Purpose/Function: Parent/Guardian and teacher conferences are encouraged in HISD and serve the purpose of home and school communication in regards to student's academic and behavior progress. In addition, the district has set calendar dates for parent/teacher conferences. The Board of Trustees shall adopt a policy that provides for a conference between parents and teachers.
- Recommended Conferences: It is strongly encouraged that the parent or teacher schedule a conference for a student who has earned a failing grade in any course. The parent may contact the teacher directly or contact the student's counselor to set up a conference. It is strongly recommended that teachers contact the parent as soon as the student's grade begins to fall below a 70.
- At HISD, we encourage a partnership between the campus and the parent/guardian. If at any time you would like to request a conference with your student's teacher, please reach out to them to schedule an appointment. Teachers have the authority to schedule an appointment during their conference period. Please note that conference periods differ depending on the teacher.