



Waxahachie
INDEPENDENT SCHOOL DISTRICT

**PreK - 12th grade
Grading Manual
Procedures and Regulations
2025-2026**

TABLE OF CONTENTS

<u>Grading Procedures for Teachers and Administrators</u>	3
Introduction.....	3
Guidelines for Grading.....	3
Progress Reports and Report Cards.....	3
Standards for Mastery.....	4
Transfer Grades.....	4
Academic Achievement Record (Grades 9-12).....	6
Students with Disabilities (Special Education/Section 504).....	6
Multi-Tiered System of Supports (MTSS).....	6
<u>Elementary Grading Guidelines (PK – 5th grade)</u>	7
Unit Learning Plans.....	7
Grade Reporting Categories.....	7
Minimum Number of Grades Required per Grading Period.....	7
Grade Entry and Timeline for Posting Grades in Gradebook/Family Access.....	7
Progress Reports.....	7
Report Cards.....	8
Redo or Re-Take of Class Assignments, Projects, and Tests.....	8
Late Work.....	8
Make-Up Work.....	8
Promotion Guidelines for Grades PK– 5.....	9
<u>Secondary Grading Guidelines (6th – 12th grade)</u>	10
Lesson Plans.....	10
Grade Reporting Categories – All Subject Areas- including Pre-AP and AP courses.....	10
Semester Grades are weighted as follows:.....	10
Grade Entry and Timeline for Posting Grades in Gradebook/Family Access.....	10
Unit Tests/PAP-AP Learning Checkpoints and Performance Tasks.....	11
Progress Reports.....	11
Report Cards.....	11
Redo or Re-Take of Class Assignments, Projects, and Tests.....	11
Late Work.....	11
Make-Up Work.....	12
High School Grade Classifications 9-12.....	13
Class Ranking System (Secondary Grade Levels Only).....	13
Class Rank/Highest-Ranking Student.....	13
<u>Semester Exam Exemptions (WHS only)</u>	15

Grading Procedures for Teachers and Administrators

Introduction

The Waxahachie ISD Grading Manual provides a standardized grading policy to ensure consistency in measuring students' mastery of the Texas Essential Knowledge and Skills (TEKS). Teachers are to follow the grading guidelines approved by the principal and superintendent, in accordance with State and Board adopted laws and policies. These guidelines are aligned with the Texas Education Code, legal and local policies, and district regulations. Teachers are also responsible for implementing individual accommodations and modifications for students as needed. Our primary goal is student success.

Guidelines for Grading

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Grade Reports/Report Cards

The District shall issue grade reports/report cards every six weeks on a form approved by the Superintendent or designee. Grades will be posted electronically to Family Access. Parents may request a hard copy of the report card. Student performance shall be measured in accordance with this policy and the standards established in EIE.

Progress Reporting

Progress reports shall be issued for all students after the third week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.

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, the use of artificial intelligence (AI) to complete an assignment in part or in whole unless approved by the classroom teacher, 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, information from students, or the use of an AI detection tool selected by the District. (EIA Local)

Progress Reports and Report Cards

Report cards and unsatisfactory progress reports must be signed either electronically or physically by the parent and returned to the school within the timelines established by the school.

1st SEMESTER	2nd SEMESTER
<u>1st Grading Period</u> September 5, 2025 September 26, 2025	<u>4th Grading Period</u> January 23, 2026 February 20, 2026
<u>2nd Grading Period</u> October 17, 2025 October 31, 2025	<u>5th Grading Period</u> March 20, 2026 April 10, 2026
<u>3rd Grading Period</u> November 20, 2025 December 19, 2025	<u>6th Grading Period</u> May 1, 2026 May 15, 2026 (<i>Elementary</i>) May 20, 2026 (<i>Secondary</i>)

Standards for Mastery

Promotion and course credit shall be based on mastery of the curriculum.

- Course assignments and assessments shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Proficiency of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final examinations or may be administered separately. Student mastery of at least 70 percent shall be required.

Kindergarten: promotion to the next grade level shall be based on a student's mastery of Reading and Mathematics standards utilizing a grading system of developed / still developing based on kindergarten assessments.

Grades 1-8: promotion to the next grade level shall be based on a combined average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for English Language Arts/Reading, Mathematics, Social Studies, and Science.

Grades 9-12: will earn credit for a course when:

- A one-semester course (0.5 credit)- the final grade is 70 or higher.
- A two-semester course (1.0 credit)- the grade from both semesters is averaged with a final average of 70.
- Courses **must share the same PEIMS service ID number** to be averaged for credit purposes. If the PEIMS service ID numbers differ, the grades cannot be averaged.

When a student earns a passing grade in only one semester of a two- semester course and the combined grade for the two semesters is lower than 70, the District shall award the student credit for the semester with the passing grade. (EI Local) The student shall be required to retake only the semester in which he or she earned a failing grade.

Promotion standards and appropriate assessment and acceleration options, as established by Individualized Education Programs (IEP) or grade-level classification of students eligible for special education, shall be determined by the ARD committee.

Transfer Grades

Student placement from any state public school system, including state-accredited charters, or from state- accredited private schools will be honored based on the placement noted on their final report card. A copy of the report card must be placed in the student's cumulative folder. If a numeric grade is received for grades 1st – 12th, input actual grade.

Grading Procedure for Students Enrolling Mid-Grading Period

When a student enrolls in Waxahachie ISD during an active grading period, the following procedure will be used to ensure fair and consistent grading:

- Grades from the student's previous school (*sending district*) will be used to help determine their grade for the current grading period.
- If the sending district provides **a single average numerical grade (rather than individual assignment grades)**, that single numerical grade will be entered into the gradebook **multiple times** - equal to the number of grades that are recorded during the same timeframe.
 - ***For example: If WISD teachers have recorded four grades during the current grading period, the transfer student's numerical average grade from the sending district will be entered four times in the gradebook. (See Example Table below.)***

This approach ensures that a transfer student's grade is entered with the same weight as grades earned by other students, allowing for a fair calculation and supporting a smooth academic transition into your classroom.

Step-by-Step Instructions for this process:

1. **Obtain grades** from the student's previous school (*sending district*).
2. **If an average grade is provided (no individual assignment grades):**
 - Determine how many grades have been entered in the gradebook for this grading period.
 - Enter the average grade provided by the sending district **multiple times - equal to the number of assignments** other students in your class have during the current grading period.

See Table 1A on next page for example

Table 1A

WISD Teacher Gradebook	Transfer Student Grade
Four grades in the gradebook for the current grading period: 79, 90, 88, 75	One average grade provided from sending school district: 87
Total grades for the current grading period =4	You will enter 87 into the gradebook 4 times

Letter Grade Conversion

When a student transfers a letter grade for properly documented and eligible courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District.

Students transferring into the District shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded using the **Transfer Conversion Scale**:

Numeric Grade	Letter Grade
98	A+
95	A
92	A-
88	B+
85	B
82	B-
78	C+
77	C
75	C-
74	D+
72	D
70	D-
69 and below	F

In accordance with Texas state guidelines, students must earn a minimum grade of 70 to receive credit toward graduation. However, if a student transfers from an out of state public school where a passing grade is defined as 60, the credit will be accepted. In such cases, the grade will be recorded as a "P" (Pass) on the student's transcript, ensuring consistency in the evaluation of transfer credits.

Credits and Records

Credits earned in local credit courses may be transferred at the enrolling district's discretion. Transfer students shall not be prohibited from attending school pending receipt of transcripts or academic records from the district the student previously attended. 19 TAC 74.26(a)(1)

Credit for courses for high school graduation may be earned only if the student received a grade equivalent to 70 on a scale of 100, based upon the essential knowledge and skills of each course. Credit earned toward state graduation requirements in an accredited school district shall be transferable and must be accepted by any other school district in the state. 19 TAC 74.26(a)(1), ©

Texas Nonpublic Schools

Records and transcripts of students from Texas nonpublic schools or from out of state or out of the country (including foreign exchange students) shall be evaluated, and students shall be placed promptly in appropriate classes. A district may use a wide variety of methods to verify the content of courses for which a transfer student has earned credit. 19 TAC 74.26(a)(2)

Out-of-state or out-of-country transfer students (including foreign exchange students) and transfer students from Texas nonpublic schools are eligible to receive Texas diplomas but shall complete all applicable high school graduation requirements. Any course credits required for graduation that are not completed before enrollment may be satisfied through credit by examination, correspondence courses, distance learning, or completing the course, according to the provisions of 19 Administrative Code 74.26. 19 TAC 74.11(g) [See EHDB, EHDC, EHDE, and EI]

Transferred Credit

When a student transfers from a Texas public school district or charter school after a semester or full year is completed, the receiving district must honor credits already awarded by the sending district (TAC §74.26(a)(1)).

When a student transfers from a non-Texas public school (i.e., home school, private school, out-of-state school, etc.), the student's records must be evaluated and appropriate credit awarded. Courses completed in other states or countries that cannot be generally matched with the TEKS for a Texas course may be granted local credit. The award of credit for courses taken may be determined by reviewing the curriculum and/or work of the student, or by using appropriate assessments (TAC §74.26(a)(2)).

Grade Conversion Assistance and Guidance

If the grade conversion is not listed in this manual, please contact the Department of Counseling for further information. The counseling department will provide guidance on how grades from various educational systems are evaluated and converted to align with district policies to ensure that all transfer students receive fair and accurate credit for their previous coursework and support a smooth transition for students entering the district from a different education system.

Academic Achievement Record (Grades 9-12)

Following guidelines developed by the commissioner of education, a district must use an academic achievement record (transcript) form that includes student demographics, school data, student data, and the record of courses and credits earned.

The academic achievement record shall serve as the academic record for each student and must be maintained permanently by the district. A district must ensure that copies of the record are made available for a student transferring from one district to another. To ensure appropriate placement of a transfer student, a district must respond promptly to each request for student records from a receiving district. 19 TAC 74.5(b)-(c) [See EI]

Students with Disabilities (Special Education/Section 504)

Students receiving special education services or identified under Section 504 must be provided with testing methods that allow them to demonstrate their knowledge and skills, regardless of their disability. If alternative testing methods are needed, they should be documented in the accommodations section of the student's Individualized Education Program (IEP) or Section 504 Individual Accommodation Plan (IAP). All teachers working with the student must be aware of these accommodations and ensure they are implemented as specified in the IEP or 504 plan.

Multi-Tiered System of Supports (MTSS)

WISD teachers will provide high quality core instruction. If a student is unsuccessful with grade level core instruction, the teacher will collaborate with their grade level team to determine grade level tier 2 interventions to provide in the classroom in addition to the core instruction. After a period of time if it is determined through assessments that a student is lacking prerequisite skills for grade level content, the teacher will request help from the campus Multi-Tiered System of Support team (MTSS) for Tier III interventions.

The campus level MTSS team is composed of an administrator, counselor, and content teacher. Parents may also be invited to attend campus MTSS team meetings. Other WISD staff members may be invited to attend based on the needs of the students. The campus MTSS team may recommend that the teacher(s) implement specific targeted interventions based on the difficulties the student is experiencing. If a student is receiving tier III interventions, parents will be notified by a face-to-face conference or through a phone call and documentation will be recorded. The teacher(s) will collect data to determine the student's response to the intervention (progress monitoring) and will periodically report the results to the MTSS team.

Ultimately, if the interventions do not result in improved student performance, the MTSS team may recommend that the parents provide consent for the district to conduct a full individual evaluation under the Individuals with Disabilities Education Act (IDEA) or an assessment under Section 504 of the Rehabilitation Act.

Elementary Grading Guidelines (PK - 5th Grade)

Unit Learning Plans

Unit Learning Plans (ULPs) will be aligned with WISD's curriculum Pacing Guides and the HQIM district resources. ULPs must include scaffolds and extensions for students based on their needs. Teachers will adhere to the District pacing guides and ULP format which is aligned with content frameworks and HQIM resources.

Grade Reporting Categories

- Independent Practice - classwork and daily work
- Assessment - assessments and major projects for all content areas as well as writing assignments in ELAR, and labs in science.
- Independent Practice grades and Assessment grades are weighted equally in the final grade. (50%/50%)

All teachers will utilize the grade reporting percentages listed. These standards may not be modified in Skyward. All assignments must be on the 0-100 point scale (grades 1-5).

Minimum Number of Grades Required per Grading Period

Subject	Independent Practice	Assessments
Language Arts and Reading	6*	3*
Mathematics	5	2
Science	5	2
Social Studies	5	2

**A minimum of 1 writing assignment must be entered as a writing grade in this category*

Any specials classes (Music, P.E., Technology, Art, and Theatre) will be recorded with an "S" for Satisfactory =70% or above, or an "N" for Needs Improvement = 69% or below. Grades given by specials teachers will be based on progress toward meeting the TEKS for each curricular area.

Conduct grades will be recorded as E (Excellent), S (Satisfactory), N (Needs Improvement) or U (Unsatisfactory). Campus criteria will be established for each category. The conduct grade is given by the homeroom teacher.

Grade Entry and Timeline for Posting Grades in Gradebook/Family Access

All assignment grades must have a specific title of assignment and have a TEKS-based Student Expectation listed in the Skyward Gradebook program. An assignment grade may only be entered one time in the content area.

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

Exceptions will be given to assignments that include a written component which would require additional grading time from a teacher. Such assignments may include but are not limited to research papers, written compositions, data-based inquiries, etc. Teachers will communicate an intended timeline for grade posting.

Progress Reports

Progress Reports will be sent to parents/guardians on designated dates as posted on the WISD Grade Reporting Timeline. A minimum of 2 Independent Practice grades and 1 Assessment/Major Project grade will be included on each progress report for grades 1-5.

Progress reports will be in accordance with board policy and standards established in EIA (LOCAL)

- A teacher shall document efforts to contact the parent of any student with a grade of 74 or below on a progress report. In addition, conferences shall be scheduled on the campus calendar and may be requested by a teacher or parent as needed.
- 1st graders will not receive a progress report during the first 6 weeks.

Report Cards

The District shall issue report cards every six weeks as posted on the WISD Grade Reporting Timeline. The actual numerical grade earned shall be recorded in the student's permanent cumulative records for grades 1-5.

In 1st grade on report card #1, students will receive a minimum of 4 independent practice grades and 1 assessment grade in each subject to provide a transition to the numeric grading system.

PK and Kindergarten students will utilize a standards-based report card. The standards-based report card will include information on the specific standards that need to be mastered in the four core subjects of language arts, math, science, and social studies. Additionally, parents are to receive information indicating reading skills that will include reading level, fluency, and comprehension.

Redo or Re-Take of Major Assignments, Projects, and Tests

A student who meets the criteria detailed in the grading guidelines will have a reasonable opportunity to redo a major assignment, project, or re-take a test for which the student received a failing grade (below 70%). The following criteria may be considered when determining the opportunity to redo a major assignment, major project or test:

1. Students **may not be permitted** to redo a major assignment, project, or test if they received a grade of zero or a reduced grade on the original assignment because they were found to have committed an act of academic dishonesty
2. Students must participate in any reasonable reteach or reviewing activities assigned by the teacher in preparation for redoing the major assignment, major project or test at the agreed upon time. The teacher will strive to complete the reteach/retest process before school, after school, during campus-wide intervention time, or during class.
3. Students will be allowed to demonstrate proficiency of learning objectives by means of a reteach activity or re-test for a maximum grade of 70%.
4. Upon the completion of the redo or re-test, the two grades will be reviewed. The higher grade of the two grades (not the average) will be recorded in Skyward Gradebook. A score of a 70-100% on the re-test should be recorded as a 70% in the grade book.
5. Students will have 5 school days from the date the major assignment, project or test was graded and returned to the students to complete the reteach/retest process.

Late Work

The operational definition of late work is when a student has been provided adequate time and instruction to complete student work and has not completed the assigned work by the assigned time and date.

A teacher may assign an alternative independent practice activity to ensure the student receives sufficient practice on the skill or concept. Additionally, if a student has an assignment overdue by more than seven days, the teacher must document any communication with the parent.

Students with extended time accommodations written into their IEPs, 504 plans, and LPAC documentation will be addressed on an individual basis.

Make-Up Work

Students who are absent will be permitted to make up regular class work, including tests and receive the actual grade earned. Students are given the number of days absent to make up all work assigned in their absence. Students will be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. The District will not impose a grade penalty for makeup work after an absence resulting from suspension.

Promotion Guidelines for Grades PK– 5

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. EIE (LEGAL)

Grades PK-K: Progress of students in kindergarten will be reported on a standards-based report card. The standards-based report card will include information on the specific standards that need to be mastered in the four core subjects of language arts, math, science, and social studies. Additionally, parents are to receive information indicating reading skills that will include reading level, fluency, and comprehension.

In grades 1–3, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in English language arts/reading and mathematics and either science or social studies. EIE (LOCAL)

In grades 4–5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in English language arts/reading, mathematics, science, and social studies. EIE (LOCAL)

Secondary Grading Guidelines (6th - 12th Grade)

Lesson Plans

Lesson plans shall be aligned with the District's Curriculum Scope and Sequence, Pacing Guide, and Timelines. The lesson plan design shall include those items deemed appropriate for that specific campus by the campus principal. Such items shall include, but not be limited to, Texas Essential Knowledge and Skills, (TEKS), English Learner Proficiency Standards (ELPS), instructional strategies/activities which considers any needed prerequisite teaching, student practice, assessment for student mastery, and any required accelerated learning and/or re-teaching. Documentation of modifications for students receiving special education services and extensions for Gifted and Talented students must be maintained.

Teachers shall adhere to the District scope and sequence. Technology objectives listed in the TEKS must be integrated into the content areas.

Grade Reporting Categories – All Subject Areas- including Pre-AP and AP courses

Tests (55%)	Quiz/Classwork (30%)	Independent Practice/Homework (15%)
• Science Lab	• Independent Practice/Group	• Homework
• Major Projects	• Formative Assessments	• Warm-ups/Bell Ringers
• Summative Tests	• Quick Formative Checks (QFC)	• Exit Tickets
• Unit Tests	• Minimum of 3 per 6 weeks	• Minimum of 5 per 6 weeks
• Performance Tasks (Pre-AP)	• Minimum of 2 at 3 weeks reporting	• Minimum of 2 at 3 weeks reporting
• Minimum of 2 per 6 weeks		

- **Dual Credit Courses:** Course objectives published by the higher education institution must be followed. The course will follow the grading guidelines of the institution awarding credits for the course.

Semester Grades are weighted as follows:

High School:

- First Six Weeks (30%), Second Six Weeks (30%), Third Six Weeks (30%), Semester 1 Exam (10%)
- Fourth Six Weeks (30%), Fifth Six Weeks (30%), Sixth Six Weeks (30%), Final Exam (10%)

Junior High:

- First Six Weeks (33%), Second Six Weeks (33%), Third Six Weeks (34%)
- Fourth Six Weeks (33%), Fifth Six Weeks (33%), Sixth Six Weeks (34%)

All teachers are required to update grades weekly and send weekly progress reports and communications via email. All class assignments or examinations (i.e., homework, quizzes, tests, etc.) should be graded and returned within 5 school days of the date the assignment was submitted.

- Grades are based on the following scale: A is 90-100, B is 80-89, C is 70-79, F is 69 and below.

Grade Entry and Timeline for Posting Grades in Gradebook/Family Access

All assignment grades must have a specific title of the assignment and have a TEKS-based Student Expectation listed in the Skyward Gradebook program. An assignment grade may only be entered one time.

Teachers must post grades into Skyward no later than 5 school days from the day the assignment(s) was submitted, except for major projects or essays which must be posted no later than 10 school days from the date the assignment was submitted for grading.

An exception will be given to assignments that include a written component which would require additional grading time from a teacher. Such assignments may include but are not limited to research papers, written compositions, data-based inquiries, etc. In such an exception, teachers will communicate an intended timeline for grade posting. The proximity to the end of a grading period must be considered when assigning and grading student work.

Unit Tests/PAP-AP Learning Checkpoints and Performance Tasks

- Unit Tests will be entered as a test grade. Re-tests must be offered if the student receives a failing grade.
- Completed Unit Tests may not be sent home but must be available for review by the student and/or parent upon request.
- Pre-AP Learning Checkpoints and Performance Tasks will be assigned grades per the WISD Pre-AP Manual.

Progress Reports

Progress Reports will be posted in Skyward Family Access to parents/guardians on designated dates as posted on the WISD Grade Reporting Timeline. Teachers shall send a weekly grade report for all students regardless of the student's current grade in the course. A minimum of 2 Independent Practice/Homework grades and 2 Quiz/Classwork Grades shall be included on each progress report for grades 6-12.

Progress reports will be in accordance with board policy and standards established in EIA (LOCAL).

A teacher shall document efforts to contact the parent of any student with a grade of 74 or below on a progress report. In addition, conferences shall be scheduled on the campus calendar and may be requested by a teacher or parent as needed.

Report Cards

The District shall issue report cards every six weeks as posted on the WISD Grade Reporting Timeline and the numerical grade shall be recorded in the student's permanent cumulative record.

Redo or Re-take of Major Assignments, Quiz, Projects, and Tests

A student who meets the criteria detailed in the grading guidelines will have a reasonable opportunity to redo a major assignment, quiz, project, or re-take a test for which the student received a failing grade (below 70%). The following criteria may be considered when determining the opportunity to redo a major assignment, quiz, project or test:

1. Students **may not be permitted** to redo a major assignment, quiz, project, or test if they received a grade of zero or a reduced grade on the original assignment because they were found to have committed an act of academic dishonesty.
2. Students must participate in any reasonable reteach or reviewing activities assigned by the teacher in preparation for redoing the major assignment, quiz, project or test at the agreed upon time. The teacher will strive to complete the reteach/retest process before school, after school, during campus-wide intervention time, or during class.
3. Students will be allowed to demonstrate proficiency of learning objectives by means of a reteach activity or re-test for a maximum grade of 70%.
4. Upon the completion of the redo or re-test, the two grades will be reviewed. The higher grade of the two grades (not the average) will be recorded in Skyward Gradebook. A score of a 70-100% on the re-test should be recorded as a 70% in the grade book.
5. Students will have 5 school days from the date the major assignment, quiz, project or test was graded and returned to the students to complete the reteach/retest process.

Late Work

The operational definition of late work is when a student has been provided adequate time and instruction to complete student work and has not completed the assigned work by the designated time and date.

- Middle schools- Late work will be accepted for a maximum grade of 70 up to five class periods from the due date of the assignment.
- High school - Late work will be accepted for a maximum grade of 70 up to three scheduled block periods from the due date of the assignment. Extensions may be granted at the teacher's discretion if the extension does not extend past the completion of the current grading period.

A teacher may choose to provide a different independent practice activity to ensure that the student has adequate practice on the skill or concept.

A teacher may assign a late penalty to any project turned in after the due date in accordance with the previously established guidelines approved by the principal and disseminated to the students.

Students with extended time accommodations written into their IEPs, 504 plans, and LPAC documentation will be addressed on an individual basis.

Make-Up Work

Students who are absent will be permitted to make up regular classwork, including tests, and receive the actual grade earned. Students are given the number of days absent to make up all work assigned in their absence. For high school students, this is defined as the number of block periods. For example, if a student is absent on Monday and attends class on Wednesday, their work missed will be due on Friday. Students will be responsible for obtaining and satisfactorily completing the make-up work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the timeline allotted by the teacher will receive a zero for the assignment.

Students are encouraged to speak with their teachers in advance of absences related to extracurricular activities. Students who are absent due to an extracurricular activity should expect assignments due on the date of their absence to be due immediately upon their return to class.

The District will not impose a grade penalty for makeup work after an absence resulting from suspension.

Grading Make-Up Work

- Make-up work is assigned the same grading guidelines as regularly assigned work.
- There is not a penalty for make-up work that is turned in within the district timelines. Students are given the number of days absent to make up all work assigned in their absence. For high school students, this is defined as the number of block periods. For example, if a student is absent on Monday and attends class on Wednesday, their work missed will be due on Friday.
- Teachers may assign different or additional work to ensure students who have been absent have sufficient opportunity to master the essential knowledge and skills or to meet subject or course requirements.
- The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work.
- Teachers should assign a code of "ABS" for any work missed due to absence until the allotted time expires for the work to be made up. A zero may be recorded as a placeholder until the assignment is completed or the time allotted for late work has expired.
- According to EIA(LEGAL): The District grading policy must require a classroom teacher to assign a grade that reflects the student's relative mastery of any assignment.
- Please note that make-up work for students who have missed more than five days of school (with a doctor's note) will be based on critical concepts/objectives and may look different than their non-absent peers.
 - ★ Here are questions to consider before assigning makeup work to students who have missed more than five days of instruction:
 1. Has the student had original instruction in the concepts needed to complete the make-up work?
 2. Is the make-up work essential and centered on critical standards necessary for academic success?
 3. Does the assignment consist of only the essential skills for which the student has received original instruction?
 4. Has the flexibility of the make-up timeline been communicated to all involved?

5. Is there a need for make-up work due to an extended illness with a doctor's note, a widespread disease on a campus or grade level, or an individual circumstance resulting in excessive absences?

High School Grade Classifications 9-12

Total state credits earned determine a student's grade classification. Students graduating under the Foundation with an Endorsement plan must earn a minimum of 26 credits, or 22 credits under the foundation plan, which satisfy requirements for a Texas high school graduation diploma.

WISD High School grade classifications are based on the cumulative total of state credits earned: Students are classified at the beginning of the school year. Classifications will remain the same throughout the school year unless corrections are necessary due to clerical errors. Early graduates may be classified as seniors at the end of the first semester of their third year of high school.

High School Grade Classification	Credits to be earned
Freshman – 9th Grade	0 – 6.0
Sophomore – 10th Grade	6.5 – 12.5
Junior – 11th Grade	13 – 19
Senior – 12th Grade	19.5 – 26

Class Ranking System (Secondary Grade Levels Only)

Grade Point Averages (GPA) are calculated using the scale (Table 1.1, 1.2) by the student's earned grade each semester. The grade points awarded for each course are listed as the "GPA Type" in the course catalog handbook. Note: Courses taken at the junior high level will receive credit for graduation but will not earn GPA. For example, Pre-AP Algebra I taken at the junior high will count as a credit towards graduation but will not be used in the computation of class rank. However, Algebra I taken in grades 9-12 counts toward graduation credit and in computing class rank.

The 6.0 scale is used for ranking purposes. The 4.0 scale is used for those students whose planned college enrollment requires GPA to be calculated on a 4.0 scale. According to Waxahachie Board Policy [EIC (LOCAL)] Class rank for all students in grades 10–12 shall be calculated three times per year, following the first full semester, the second full semester, and at the completion of all summer school programs. Official class rankings for students in grade 9 shall be calculated only after the completion of the second full semester and all summer school programs.

The calculation of class rank shall exclude grades earned in or by credit by examination (with or without prior instruction); credit recovery courses, and distance learning courses not approved for this purpose.

While numerous individual courses are listed as receiving GPA points, these lists may not be all-inclusive. Any course eligible to serve as core academic subject area; English, science, math, or social studies, will be included in every student's GPA calculation if they have taken a course. Weighted GPA (6.0) will be given to all Pre-AP/AP courses that fulfill a core academic subject area required for graduation, all dual credit courses that fulfill core academic subject area, and other selected courses identified as "Advanced."

Class rank will be calculated on the third Friday in September, January, and June. Current graduating Senior class rank will be calculated five working days from the date of graduation.

Class Rank/Highest-Ranking Student

The District shall include in the calculation of class rank only semester grades earned in grades 9–12 for high school credit in the following subjects: English, mathematics (not including math electives), science, and social studies.

- District-approved distance learning courses in these subjects, including approved courses taken through the Texas Virtual School Network (TxVSN), shall be included in class rank calculations.
- The calculation of class rank shall **exclude** grades earned in or by credit by examination, (with or without prior instruction); summer school courses, **except summer school courses taken for acceleration**; and distance learning courses not approved for this purpose.
- Summer school courses for acceleration are on level and will be calculated on the 4.0 grade scale.

Numeric Grade	Dual Credit, Advanced Placement (AP), and Pre-AP	On Level	Letter Grade
97-100	6.0	4.0	A
93-96	5.75	3.75	A
90-92	5.50	3.50	A
85-89	5.25	3.25	B
80-84	5.0	3.0	B
75-79	4.50	2.50	B
70-74	4.0	2.0	C
0-69	0	0	F

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank using grades available at the time of calculation at the end of the fifth six-week grading period of the senior year. Dual credit grades earned in the final semester of a student's senior year shall not be included in the calculation of class rank for purposes of determining local honors.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognition and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

Honors During Graduation Activities

- Students ranked in the top 10 of the graduating class are recognized with honors during graduation activities. Because GPA scores differ by only a few decimal points, the District will review and calculate additional top-ranked students to ensure the accurate identification of the top 10 honorees.
- To ensure accuracy and consistency, the District utilizes a GPA calculation tool designed to support precise ranking and assist with manual verification.

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for such recognition, a student must:

- Have been continuously enrolled in the same high school in the District for the three school years immediately preceding graduation;
- Be graduating after exactly eight semesters of enrollment in high school; and
- Have completed the foundation program with the distinguished level of achievement.

Ties

In case of a tie in weighted GPAs after calculation to the fourth decimal place, the District shall recognize all students involved in the tie as sharing the honor and title.

Highest-Ranking Graduate

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.[EIC (LOCAL)]

Semester Exam Exemptions (WHS only)

Waxahachie High School students have the opportunity to waive semester exams for both the fall and spring classes provided the student has met the following criteria:

- ALL WHS Students are eligible for this school initiative - to be eligible, students must meet the following grade and attendance requirements:

Grade	Maximum Number of Absences
75-79	1 Absence
80-89	2 Absences
90-100	3 Absences

- Grades and absences are calculated for ALL classes per class period 7 days prior to exams beginning
- No Out of School Suspension
- No more than 3 days of in-school suspensions per semester
- No AEP assignments for the semester of exemption.
- Dual Credit and Concurrent Enrollment classes are not covered by this policy - please refer to the final exam exemption policy in the corresponding course syllabus.
- AP Students may exempt the May final exam if they sit for the corresponding AP Course Exam. AP students will be required to attend study sessions as determined by the teacher.

Students must be enrolled for at least one full grading period (by the end of 2nd / 5th) prior to the end of the semester. The number of exam exemptions will be based on student grade classification.

Classification	Maximum Number of Absences
Freshman	2 Exemptions
Sophomore	4 Exemptions
Junior	6 Exemptions
Senior	8 Exemptions

Students ARE required to attend classes in which they are exempt on examination days. An exemption is an exam exemption and not an attendance exemption. Failure to attend an exempted class will revoke the exemption and the student will receive a ZERO in the gradebook. Students receiving exemptions are encouraged to take the examination and have it scored. If the examination score will improve a student's grade average, it will be calculated as part of the semester average. (Semester exams count 10% of the class average.) Otherwise, the examination grade will not be counted. The option which best helps the student's semester grade will be used by the teacher in their calculations.

Absences start over at the semester. Attendance notes for unexcused absences do not negate the absence; a note simply takes care of the required documentation for attendance. 11th and 12th grade students are allowed a max of two college/career/military visits per school year that do not factor into the number of absences per semester.

All exam exemptions require parent permission