



Plano ISD Grading Guidelines

According to policy EIA (LOCAL & LEGAL), 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. In accordance with this policy, the following guidelines have been established as grading procedures for Plano ISD.

Introduction

The purpose of the grading guidelines is to ensure that grading practices are consistent among grade levels, subjects, and campuses. These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the average grade assigned.

The principal and the team/department leaders are responsible for making sure that grade level team members understand the district's grading policies and guidelines as well as ensuring that all teachers carry them out with consistency.

Grades are an indication of the level of academic development in an elementary, intermediate, or secondary school subject, course, or class. Grades serve as artifacts of learning and communicate what students know and are able to do. Grades need to be a true reflection of the student's relative level of mastery of content, knowledge, and skills. While grades are a necessity for certain processes, such as gpa and class rank, grades only represent a student's understanding of a specific topic or skill at a point in time.

General Guidelines for All Levels (PreK - 12)

Academic Dishonesty (EIA and Student Code of Conduct)

Academic dishonesty includes copying content from another person, entity or AI technology such as ChatGPT (either directly or with modification) and representing it as your own work or product. It further includes unauthorized communication between students about assessment items during or after an examination. Cheating or copying the work of another student, plagiarism, and unauthorized communication between students during, or after 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. Depending on the severity of the incident, a student found to have engaged in academic dishonesty may be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Consequences may include repeat of the assignment, an alternative assignment, grade reduction, and/or other disciplinary action as appropriate.

Assessments (EIA)

Assessments are an integral part of the learning process as a means to diagnose needs, inform instruction, and demonstrate and assess mastery of the Texas Essential Knowledge and Skills (TEKS) of a course. Students should have a clear understanding of the purposes of assessments and how they measure course objectives and expectations. Teachers shall communicate expectations in advance of major tests, projects and exams.

Students should be made aware of the format and content of any potential assessment before it takes place. Assessments should follow instruction, guided practice, checking for understanding, and sufficient independent practice. Assessments can be summative that reflect student mastery of the Texas Essential Knowledge and Skills (TEKS). They can also be formative, which provides a teacher information related to a student's understanding of the TEKS, which should have an impact on instruction. Examples of assessments include, but are not limited to, quizzes, projects, unit assessments, and performance tasks.

Teachers shall assist students in interpreting assessment results. At a minimum, this interpretation shall include reviewing certain test items and/or rubrics in class, providing opportunities for students to analyze their mistakes, working individually with students, and/or communicating this information to parents. Teachers will use assessment results to adjust instruction or create a plan to reteach and/or provide intervention depending on the type of assessment given.

As partners in the learning process, parents/guardians shall have access to all materials made available to students. After assessments have been administered, they shall be made available for review by parents. Because assessments often contain copyrighted or otherwise restricted items, the preferred method for such review is at the school campus through an appointment with the teacher. The campus may specify reasonable hours for such review. In circumstances where review during the regular school day is not possible or in the event a teacher wishes to retain control of the test on campus, the campus shall designate at least two days per week for review appointments. Parents may schedule a time at which the teacher is available on these days to meet with a teacher to review an assessment instrument. Parents may not make a copy or picture of test items during the review.

Conferences (EIA)

If a student is failing any subject at any grade-reporting period, the report card shall state the need for the parent to schedule a conference with the appropriate teacher(s) and

shall state the requirements in the law for receiving credit or being promoted. When the parent contacts the school to schedule these conferences, at least two alternative dates shall be given by the campus for the conference. Married students, emancipated minors, and adult students living alone shall be exempt from this requirement, as designated by district policies.

In addition to communicating through the written report, prekindergarten, kindergarten, and elementary teachers shall offer a parent conference for all students near the end of the first reporting period.

Conferences may also be scheduled at the request of a teacher or parent.

Credit by Exam

Refer to policy EHDB (LOCAL) for information on credit by examination with prior instruction.

Refer to policy EHDC (LOCAL) for information on credit by examination without prior instruction.

Kindergarten acceleration is addressed in policies EHDC (LOCAL) and FD (LOCAL).

Critical Considerations for Grading Consistency

- Some students may need multiple opportunities to show understanding of particular tasks/skills before a final grade is given.
- Students shall earn credit only for work related to content TEKS or class standards and objectives.
- When students fail to demonstrate mastery of the standards (TEKS) or class objectives, the teacher will intervene by reteaching, tutoring, and/or reviewing the content/skills.
- Grades should be a balance of the standards learned during the reporting period. They should be justifiable and sufficient in number to assure that the report card grade is an accurate measure of the student's progress and achievement (see minimum and maximum number of grades for each grade level).
- Be mindful of students' accommodations or any special circumstances when designing assignments for grades to be certain all students have the opportunity to appropriately demonstrate learning.
- Grades will reflect student learning only EIA(LOCAL); grades should not be inflated or deflated based on non-academic behavior. Grades should not be reduced for disciplinary reasons (excluding academic dishonesty situations).
- Assessments and assignments are planned sequentially for the progression of learning and are intended for students to demonstrate learning/mastery of the class standards and objectives; therefore, late work may be accepted based on reasonable guidelines established at the campus level.

- Students who are absent are expected to complete missing assignments within a reasonable amount of time; teachers should clearly outline the expectations for students in advance or upon return.
- Students who have an unexcused absence on the day of an assessment may be given an alternative assessment that covers the same standards/objectives.

Curriculum Mastery (EIE)

To ensure equity of access across all campuses for students, teachers are required to plan for instruction utilizing the curriculum documents, resources and scope and sequence provided by the district.

Close communication and cooperation between home and school are essential for the educational welfare of each student.

Promotion and course credit shall be based on mastery of the curriculum and in accordance with applicable state and federal laws and regulations and District policies. Expectations and standards for promotion have been established for each grade level, content area, and course.

Extra Curricular Participation (EIA)

Participation in extracurricular components of a curricular course shall have no bearing on the student's grades in the course.

Grading Periods / Reporting Progress (EIA)

The school year is divided into four nine-week grading periods. Each semester consists of two nine-week grading periods. Grade reports/report cards shall be issued to students in grades 3–12 every nine weeks. Portfolio reporting in kindergarten–grade 2 shall occur three times a year. Formal written reporting to parents of prekindergarten students shall occur once every 12 weeks. Grade reports/report cards must be signed and returned to the school or acknowledged electronically through Parent Portal.

The District shall issue grade reports/report cards through the district's online electronic platform, Parent Portal. Parents may request a paper copy of their student's grade reports.

Each kindergarten–grade 12 teacher who has a student who is failing, near failing, or who has had a significant drop in grades at the end of the first four weeks of each nine-week grading period shall notify the student's parent by sending an unsatisfactory grade notice. Interim progress reports may be issued at the teacher's discretion.

Homework

Homework may be used as part of the learning process to support, enrich, or reinforce topics covered in class. The purpose of homework is to provide independent practice, extension, and/or enrichment of topics taught in class. Assignments must be related to state and/or local curriculum standards. While students should be able to complete

homework assignments independently, parents are encouraged to oversee the assignments. A student's lack of resources should not impede his or her ability to successfully complete or score well on a homework assignment. Teachers are expected to provide timely feedback on homework assignments.

At the elementary level, a consistent plan for homework assignments shall be developed in each grade level on each school campus. A detailed explanation of the plan shall be provided to parents at the beginning of the school year. Homework is not graded numerically at the elementary level. It is appropriate to check assignments for accuracy and provide feedback which may be reflected in a student's work habits grade.

At the secondary level (grades 6-12), determination of how to grade homework shall be consistent within each department at each school and in alignment with the district grading policies and guidelines. The grading expectations shall be explained to the students and parents at the beginning of the school year by each teacher.

The provisions in this policy do not apply to courses taken in the PISD/CCCC Concurrent Enrollment Program.

Incompletes

An Incomplete Grade ("I") is a non punitive grade given at the end of the 9 weeks grading period, that is approved by authorized District staff, when a student has a justifiable and documented reason, beyond the control of the student, for not completing the work on schedule. The student must make arrangements with their teacher to finish the coursework and resolve the incomplete grade.

Major Grades (6-12)

The purpose of major grades is to evaluate student mastery of the information or skills. Major grades evaluate mastery of TEKS, concepts, understanding, and district objectives. Students' grades shall not be penalized for disciplinary reasons. In courses for high school credit, assignments and assessments taken as major grades (see examples below) should be the same by campus within a course, as agreed upon by the collaborative team. The list below provides examples of typical major grades. Although this list contains several examples, it should not be considered an all-inclusive list. A variety of assignments may be used in this category, including but not limited to:

- Writing compositions**
- Lab reports
- Performances
- Portfolio**
(these can be original works or works to show mastery after a reteach/ reassess)
- Practice
- Presentations**

- Research projects**
- Special projects**
- Products of the stages of writing
- Tests/Major Assessments

** Rubrics or specific guidelines should be used to score these types of assignments.

Minor/Daily Grades

The purpose of daily grades is to determine progress toward mastery of the Texas Essential Knowledge and Skills (TEKS), not to evaluate a student's final achievement of a topic. These grades help determine the student's progress in the learning process, diagnose any problems, and aid in getting the help needed to learn the material.

Minor/Daily grades should be based on individual student performance and not on whole class performance and behavior. The list below provides examples of typical daily grades. Although this list contains several examples, it should not be considered an all-inclusive list. A variety of assignments may be used in this category, including but not limited to:

- Journals
- Lab activities/reports
- Learning centers/stations
- Notebooks
- Oral assessment
- Practice items
- Quizzes
- Products of the stages of writing
- Computer activities (excluding diagnostic assessments/interventions)
- Writing compositions

Reteaching (EIE) / Reassessing for Mastery (EIA)

Students who fail to demonstrate mastery of essential knowledge and skills shall be retaught and given an opportunity to demonstrate mastery. This applies to all courses at all grade levels. A variety of methods may be used to reassess mastery including, but not limited to: assessments, assignments, projects, oral and written responses. A grade of 70 indicates minimal mastery, above 70 indicates a degree of mastery, and below 70 indicates non-mastery and shall require reteaching. As deemed appropriate by the teacher, reteaching may require different materials, instructional strategies, grouping or settings and may occur during the school day or outside school hours.

Special Populations

Bilingual Program

English learners in a bilingual program shall be provided content area instruction in both the primary language and English language and shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills in all subjects. Grades provided for this program shall be a reflection of their content and language proficiency.

ESL Program

English learners in an ESL program shall be provided content area instruction using second language acquisition methods in English and shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills in all subjects. Grades provided for this program shall be a reflection of their content and language proficiency.

Special Education/504

All teachers working with a student identified with a disability and served through Special Education or Section 504 shall follow the accommodations/modifications as determined and documented in the student's Individual Education Plan (IEP) or Section 504 Individual Accommodation Plan (IAP). Instruction, assessment, and grading of students with disabilities shall be reflective of the accommodations/modifications documented in the IEP/IAP. When a student is in jeopardy of failing a class, the teacher must document parent/guardian/adult student communication and use of IEP/ IAP determined accommodations/modifications. If a student is failing a class and/or fails to maintain progress toward an IEP goal for one reporting period, best practice states that the ARD committee should consider the need to meet and evaluate current supports and services that are not currently resulting in "progress."

Pre-Kindergarten through 2nd Grade

Prekindergarten, kindergarten, first, and second grades in the Plano schools utilize portfolio assessment and conference reporting to parents. A portfolio is a systematic and organized collection of evidence used by the student, teacher, and parent to monitor growth of the student's knowledge. Skills and concepts which students are developing at each grade level, are documented with examples of work. Parents will receive a Portfolio Progress Report three times a year.

Standards for Mastery (EIE)

Students assessed by the portfolio must demonstrate satisfactory performance in literacy, mathematics, science/health, and social studies to be promoted to the next grade level. (EIE) Progress indicators (mastery, adequate progress, no/minimal progress, not yet taught), portfolio reports, as well as parent conferences, shall be used

to report the progress of students in prekindergarten, kindergarten, and grades 1–2.

The progress indicators are defined as follows:

**PreK - 2nd Grade
Grading rubric for literacy, mathematics, inquiry and innovation**

Mastery	Adequate Progress	No/Minimal Progress	Not Yet Taught
<p>Masters TEKS for grade level assignments</p> <p>Consistently produces work of an outstanding quality</p>	<p>Masters TEKS for grade level assignments</p> <p>Consistently produces work of a satisfactory quality</p>	<p>Needs frequent reteaching of skills and concepts to achieve mastery of grade level TEKS</p> <p>Minimal progress in reaching mastery of TEKS for grade level assignments</p>	<p>Standards have not yet been taught at this time</p>

Art, music and physical education will report student progress towards mastery of content standards using SP for Satisfactory Progress and NY for Not Yet Satisfactory Progress.

Portfolio Conferences

Prekindergarten

There are three twelve-week reporting periods for prekindergarten. At least two individual conferences with parents occur during the school year.

Kindergarten – 2nd Grade

There are four nine-week reporting periods for kindergarten, first, and second grades. Parent conferences may be held after completion of all assessments at the BOY, MOY, and EOY. The timing of these conferences is a campus-based decision. Teachers will work with their building principals to determine specific conference dates. At the portfolio conference, parents will receive the following information:

- Portfolio Progress Report
- Assessment information (Assessment results in Edugence or PreK CIRCLE results)
- Attendance and tardies for the reporting period
- Notification if students qualify for Tier 2 reading/mathematics intervention

The teacher should explain student growth in grade level Texas Essential Knowledge and Skills (TEKS) for all subject areas. Conferences include adequate time to discuss student progress, celebrate growth and address parent questions and/or concerns.

Art, music and physical education teachers are available to provide context for evaluation of student progress toward content standards in their specialized subjects. Parents are encouraged to communicate with these teachers directly with questions.

3rd through 5th Grade

Standards for Mastery (EIA and EIE)

In grades 3–5, achievement shall be reported to parents as:

1. Number grades (0-100) for literacy, mathematics, science/engineering, and social studies.
2. E, S, N, and U for fine arts, physical education, handwriting, work habits/study skills, and citizenship.

To be promoted from one grade level to the next in grades 3–5, a student shall attain for the year an overall average of 70 or above, which is derived by averaging the final numerical grade for literacy, mathematics, science/health, and social studies. In addition, a student must attain an average of 70 or above in both literacy and mathematics.

Report Cards

The report card is a tool used to communicate grades to parents/guardians each grading period. Report cards are issued on the district designated date and may not be issued earlier. If a student has been enrolled for more than 20 days, a report card will be issued.

Progress Reports

Unsatisfactory progress reports will be issued at the midpoint (4 to 4½ weeks) of each grading period for students failing, near failing, or to anyone who has had a significant drop in grades. Campuses may choose to send progress reports home with all students to report progress at the midpoint of the grading period.

Grade Calculation

Minimum & Maximum Number Required per Nine-Weeks (non-weighted)*

- Minimum of 8 and maximum of 12 assignments per core content*
- Minimum of 2 and maximum of 4 assessments per core content*
- Nine-week final grade is an average of all grades per content

*Items not eligible for grades include: reading/running records, pre-assessments, homework, MAP and STAAR.

*Grades are not weighted in the elementary setting.

Citizenship/ Work Habits/Study Skills

(E, S, N, U) are assigned in grades 3-5 as follows:

**3rd - 5th Grade:
Grading rubric for citizenship, work habits and study skills**

Excellent	Satisfactory	Needs Improvement	Unsatisfactory
<p>Serves as a role model for the district character traits</p> <p>Completes outstanding quality assigned work, on time</p>	<p>Understands and demonstrates the district character traits</p> <p>Completes most assigned work with satisfactory quality, on time</p>	<p>Understands and demonstrates the district character traits to some degree</p> <p>Assigned work is not always completed on time and quality is not always satisfactory</p>	<p>Understands and demonstrates the district character traits to some degree</p> <p>Assigned work is often incomplete and late</p>

Per board policy, letter Grades (E, S, N, U) are assigned in grades 3-5 for the following subjects:

- Handwriting
- Music
- Art
- Physical Education

The letter grades (E, S, N, U) are defined as follows:

Grading rubric for fine arts, physical education and handwriting

Excellent	Satisfactory	Needs Improvement	Unsatisfactory
<p>Masters TEKS for grade level assignments</p> <p>Consistently produces work of an outstanding quality</p>	<p>Masters TEKS for grade level assignments</p> <p>Consistently produces work of a satisfactory quality</p>	<p>Needs frequent reteaching of skills and concepts to achieve mastery of TEKS for grade level assignments</p> <p>Minimally passing</p>	<p>Fails to achieve 70% mastery of TEKS for grade level assignments</p> <p>Continues to have difficulty mastering skills and concepts despite repeated reteaching and tutoring</p>

A student who scores below 70% on an assessment will be provided another opportunity to retake it or show their learning in another way after reteaching and/or tutoring.

The following scenarios provide clarification:

- A grade of zero shall not be given on an assessment.
- First assessment 45, second assessment 75 = 70 in grade book (highest grade given for a second testing opportunity is a 70)
- First assessment 45, second assessment 60 = 60 in grade book (higher of the two failing grades is recorded)
- First assessment 65, second assessment 35 = 65 in grade book (higher of the two failing grades is recorded)

6th through 8th Grade

At the beginning of a course, a written syllabus shall be provided to students. The syllabus shall include a brief description of the course and an overview of the curriculum plan, including general homework expectations and guidelines. (EIB)

At the beginning of each unit or nine-week period, teachers shall provide students with an overview of the unit plan including major tests, projects, and papers scheduled. (EIB)

Standards for Mastery (EIE)

1. Course assignments and unit evaluation shall be used to determine student grades in a subject.
2. An average of 70 or higher shall be considered a passing grade.

In grades 6–8, 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 language arts, mathematics, and either science or social studies. Students shall earn credit only for work related to content TEKS. Extra credit is not given in middle school.

Grade Calculation

Minor Grades are recorded to communicate progress through the learning target as a unit is in process. These grades include a variety of assignments that give students the opportunity to engage with academic content, demonstrate understanding and practice skills throughout the learning cycle.

Major Grades are recorded as a summative assessment, or reflect the culmination of learning in a unit or about a topic. They are a demonstration of student understanding, their ability to transfer the learning, or apply the content and skills in measurable ways. Each major grade within the grading period shall have the same weight.

Semester Exams in Middle School: Middle school students enrolled in high school credit-bearing classes will take the semester exams for those classes. Semester exams count 20% of the final grade in the class.

High School GPA*: Middle school students are encouraged to try high school credit courses. Starting with the graduating Class of 2030, high school credit courses (except for Algebra I and Geometry) taken in middle school will not be calculated in the student's high school GPA.

**Pending Board approval*

Nine Weeks Grade Calculation

Category	Weight	Minimum and Range Requirements per Nine-Weeks
Minor Grades	40%	<p>Minimum of 8 minor grades per core content (ELA, Social Studies, Science, Math, LOTE)</p> <p><i>This maximum range may vary depending on your content. A range of no larger than 4 grades should be established to ensure that a campus department/grade level has consistency in their practices.</i></p> <p><i>For example: One teacher on a grade level/department team cannot give 10 grades and another teacher on that team gives 30. Therefore, the range may be 10-14 or 18-22, etc.</i></p>
Major Grades	60%	Minimum of 2 and maximum of 4 major grades per core content (ELA, Social Studies, Science, Math, LOTE).

Citizenship Grades (EIA)

In grades 6–12, the District shall report grades to parents as numerical grades. Citizenship grades for students in grades 6–12 shall be reported as E, S, N, and U.

6th - 8th Grade: Grading rubric for citizenship

Excellent	Satisfactory	Needs Improvement	Unsatisfactory
<p>Consistently displays outstanding demonstration of the district character traits</p> <p>Completes outstanding quality assigned work, on time</p>	<p>Understands and demonstrates the district character traits</p> <p>Completes most assigned work with satisfactory quality, on time</p>	<p>Understands and demonstrates the district character traits to some degree</p> <p>Assigned work is not always completed on time and quality is not always satisfactory</p>	<p>Understands and demonstrates the district character traits to some degree</p> <p>Assigned work is often incomplete and late</p>

High School Courses

At the beginning of a course, a written syllabus shall be provided to students. The syllabus shall include a brief description of the course and an overview of the curriculum plan, including general homework expectations and guidelines. (EIB)

At the beginning of each unit or nine-week period, teachers shall provide students with an overview of the unit plan including major tests, projects, and papers scheduled. (EIB)

Standards for Mastery (EIE)

Grade-level advancement for students in grades 9–12 shall be earned by course credits. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade. Students shall earn credit only for work related to content TEKS or class standards/objectives. Extra credit is not given in high or senior high schools.

When a student earns a passing grade in only half of a course but fails to earn a passing grade for the other half of the course, the District shall award the student credit for the half with the passing grade. (EI Reg) A student may be awarded credit for a full year course by either:

- Earning a grade of 70 or above in both semesters; or
- Earning a grade of 70 or above when both semesters are averaged together.
(more details in EI Regulation)

Grade Calculation

Minor Grades are recorded to communicate progress through the learning target as a unit is in process. These grades include a variety of assignments that give students the opportunity to engage with academic content, demonstrate understanding and practice skills throughout the learning cycle.

Major Grades are recorded as a summative assessment, or reflect the culmination of learning in a unit or about a topic. They are a demonstration of student understanding, their ability to transfer the learning, or apply the content and skills in measurable ways.

Each major grade may only be recorded in the grade book once.

Category	Weight	Minimum and Range Requirements per Nine-Weeks
Minor Grades	40%	<p>Minimum of 8 minor grades per core content (ELA, Social Studies, Science, Math, LOTE)</p> <p>This maximum range may vary depending on your content. A range of no larger than 4 grades should be established to ensure that a campus department/grade level has consistency in their practices.</p> <p>For example: One teacher on a grade level/department team cannot give 10 grades and another teacher on that team gives 30. Therefore, the range may be 10-14 or 18-22, etc.</p>
Major Grades	60%	Minimum of 2 and maximum of 4 major grade per core content

Category	Weight	Minimum and Range Requirements per Nine-Weeks
		(ELA, Science, Social Studies, Math, LOTE)

Semester Exams (EIA)

Semester examinations will be administered in high and senior high school credit bearing courses.

Semester exam: District-created semester exams shall be administered in their entirety.

Semester exam grade:

- The district-created semester exam **may** count as 100% of the exam grade; however, a campus **may** choose to supplement the district semester exam with additional measures of assessment (i.e. short answer questions, essay, project, presentation, additional items, etc.) which may constitute up to 40% of the exam grade.
- All teachers who teach the same course at a campus must work as a collaborative team to make the decision about supplemental assessments. Campus collaborative teams must be consistent in the content, format, and weighting of semester exam supplements given by teachers of the same course on the same campus.

Each nine weeks grade shall count for 40% of the semester average with the remaining 20% coming from the semester exam. The semester final grade shall be calculated by the following formula:

1st Nine Weeks	2nd Nine Weeks	Semester Exam
40%	40%	20%

Semester Exam Schedule

At the end of each semester, a minimum of two days shall be set aside for administering semester examinations and students will be afforded an opportunity for review prior to the assessment. Each principal shall ensure that extracurricular activities are curtailed during the examination schedules.

Rules for Retaking Failed Semester Course (EI Regulation)

A student may be awarded credit for a full year course by either:

1. Earning a grade of 70 or above in both semesters; or
2. Earning a grade of 70 or above when both semester grades are averaged together.

Business rules for rounding will apply: first semester (70), second semester (69) = 69.5. Final grade will be 70 (1.0 credit).

If a student earns credit for one semester by earning a grade of 70 or above but fails to earn a grade of 70 or above when the two semesters are averaged together, the 0.5 credit earned will not be removed (each semester stands alone in this scenario); therefore the student will receive credit for the semester passed. This practice of determining credit by averaging the two semesters will be applied to courses students take during the school day, during night school, in the District's eSchool, in summer school, and in dual credit courses. Averaging of the two semesters may only be applied the first time a student takes each semester of the course. It will not be applied to courses taken through CBE, correspondence courses or non-accredited online courses. For clarification, dual credit course semester averaging only applies to the high school credit; it does not affect the college grade or transcript.

In addition to the more typical situations, averaging also applies to the following:

1. One semester of Honors/Dual Credit or AP and one semester of on-level of a course fulfilling the same requirement;
2. Semesters taken during different school years;
3. Semesters taken under different formats, such as eSchool, night school, summer school, and the like; and
4. Students transferring to the District with a semester credit.

The principal may approve exceptions in extenuating circumstances. EI (REGULATION)

Class Rank Calculation

Refer to policy EIC Local

Citizenship Grades (EIA)

In grades 6–12, the District shall report grades to parents as numerical grades. Citizenship grades for students in grades 6–12 shall be reported as E, S, N, and U.

**7th - 12th Grade
Grading rubric for citizenship**

Excellent	Satisfactory	Needs Improvement	Unsatisfactory
<p>Consistently displays outstanding demonstration of the district character traits</p> <p>Completes outstanding quality assigned work, on time</p>	<p>Understands and demonstrates the district character traits</p> <p>Completes most assigned work with satisfactory quality, on time</p>	<p>Understands and demonstrates the district character traits to some degree</p> <p>Assigned work is not always completed on time and quality is not always satisfactory</p>	<p>Understands and demonstrates the district character traits to some degree</p> <p>Assigned work is often incomplete and late</p>

College Coursework/Dual Credit

Grading practices are based on the Memorandum of Understanding with Collin College:

Students will be expected to meet all requirements of the dual credit and concurrent enrollment class and will receive letter grades on their Collin College transcript. College faculty will provide numeric grades at the end of the semester to be weighted or factored into the student's high school grade point average as determined by the high school district. Mid-term grades will be provided upon request. Faculty members teaching dual credit courses will alert both the college liaison and the designated high school counselor of any students having academic difficulty.

Faculty are conscious of FERPA guidelines when communicating with students about grades. Grade information is not provided over the phone or via non-college email. Currently grades of A, B, C, D, F, and I are awarded by faculty to each student on their college transcript. Grades of "I" are only temporary and must be resolved by the end of the next long semester. Numeric grades are also provided to the high school. If a student withdraws from a course, a "W" will appear on the student's college transcript.

Plano ISD Academy High School

Standards for Mastery (EIA and EIE)

For students at the Plano Academy High School, mastery shall be determined as follows:

1. In addition to letter grades of A, B, C, or F, detail of a student's academic progress shall be captured on an evidence-based learning matrix and corresponding portfolio.
2. A final grade of C or higher shall be considered a passing grade.

Grades at the Plano Academy High School shall be reported every nine weeks and shall be reported as letter grades.

A grade below a C indicates non-mastery and shall require reteaching.

When a student earns a grade of C or above in only half of a course but fails to earn a grade of C or above for the other half of the course, the District shall award the student credit for the half with the passing grade.

Grading and Assessment Practices for Plano ISD Academy High School

- Course scores are reported as letter grades.
- A final grade of C or higher shall be considered a passing grade.
- Academy HS employs proficiency scales based on academic course standards to report course grades
- EIC (LOCAL) No weighted grade points shall be awarded for courses taken at the Plano Academy High School.
 - All grade points shall be awarded at the end of each semester on a 4.5 scale. See EIC [LOCAL] for the Academy High School grade scale.
 - High school credits earned prior to grade 9 shall be excluded from grade point average calculations except for Algebra I and Geometry which will be calculated using the Plano Academy High School grade point scale.
- EIC (LOCAL) Except as required by law, students at the Plano Academy High School shall not receive a class rank.