



Hallsville ISD Secondary

Grading & Assessment Guidelines

Please note: This document reflects the guidelines in place for Hallsville ISD Secondary Schools and does *not* reflect any **Dual Credit** courses offered at HHS. Dual Credit courses will have guidelines set forth by the university and professor regarding missing/late assignments, retest opportunities, final exams, plagiarism, cheating, etc.

Philosophy

Grades are a reflection of the students' ongoing learning process. All students can learn, but not all students learn at the same pace. As students progress through their educational careers, they will demonstrate developmentally appropriate cognitive abilities, study habits, and behaviors. The ultimate goal is to produce self-sufficient scholars who take ownership of their own learning processes.

Purpose of Grades/Assessment

1. Grades are a measure of a student's progress towards mastery of the grade level standards of Texas Essential Knowledge and Skills (TEKS).
2. Grades provide meaningful feedback to teachers, students, and parents to drive classroom instruction.
3. Grades reflect the students' ownership and accountability towards their learning.

Types of Assessment

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

Formative Assessments

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

Summative Assessments

Summative assessments are culminating assignments, which give information on students' mastery of content, knowledge, or skills and are a collection of information at the conclusion of a unit, grading period, semester, or course. Examples of summative assessments include, but are not limited to:



- **Unit Assessments**

Each team is required to administer a Unit Assessment at the conclusion of each unit or at natural breaks in the unit (about every 3-4 weeks).

STAAR/EOC-tested subject assessments are to be entered into DMAC. The unit assessment may include an essay. Unit Assessments should reflect the balance of the STAAR/EOC Blueprint to the best of the writer's ability. Data from Unit Assessments will drive instruction.

Grades 7-8

Assessments are designed by the teaching teams to take 1-2 class periods depending on the individual assessment. Assessments must be finished within the allotted time unless the student has accommodations. If a student routinely does not finish within the time, an academic RTI should be scheduled.

- **District Developed:**

District Assessments (DAs) and Mock Assessments are administered during a window of time established by the district. Both provide a more summative view of what students have mastered up to the date of the test. Students in special programs may only have STAAR allowable accommodations. They are also used to guide teachers on which skills students will need more work on in the next grading period. Ultimately, District Assessments help measure the effectiveness of the curriculum document and Tier I instruction. They are also predictive of STAAR performance.

- **Project-Based Learning**

Projects and project-based activities offer students authentic, engaging learning experiences with checkpoints for assessment and feedback. These are carefully designed and delivered in advance with a rubric that is aligned to the learning objectives. Time in class along with resources and teacher support are provided in order to support all students in the same way. Grades/Products are not dependent upon resources or support that parents may or may not have at home.

Minimum Number of Grades

There must be a sufficient number of grades taken to support the grade average assigned. Grades entered for academic work must reflect student achievement and communicate progress to students and parents. Grades should NOT be given for returning signed papers, attending school functions/events, bringing supplies, etc. Each campus has established a minimum number of grades to be entered during each nine-week grading period as follows:

Grades 7-8 (on-level)

- Summative (Major) Grades 55% - Minimum of 3 assignments
 - Except during 4th 9wks - Minimum of 2 major grades - STAAR tested subjects
- Formative (Minor) Grades 45% - Minimum of 1 assignment per week, excluding summative grade week, per marking period

Grades 7-8 Advanced and Honors

- Summative (Major) Grades 60% - Minimum of 3 assignments
- Except during 4th 9wks - Minimum of 2 major grades - STAAR tested subjects



- Formative (Minor) Grades 40% - Minimum of 1 assignment per week, excluding summative grade week, per marking period

Grades 9-12 On-Level and Honors

- Summative (Major) Grades 60% - Minimum of 3 assignments
- Formative (Minor) Grades 40% - Minimum of 1 assignment per week, excluding summative grade week, per marking period

Grades 9-12 AP Courses

- Summative (Major) Grades 70% - Minimum of 2 assignments due to length of AP topics
- Formative (Minor) Grades 30% - Minimum of 1 assignment per week, excluding summative grade week, per marking period

Methods of Reporting Grades/Progress

Grades 7-8

All grades are standards-based as they directly align to the grade level standards (TEKS). All grades are common and agreed upon in common planning meetings.

- Name assignments by title (focus in the description)
- Assignments named in the gradebook within 24 hours of the team assigning the work (clone as a team)
- Grades for each assignment entered within 1 calendar week of the assignment's due date
- Unit assessments must be taken prior to 3 days before the closing of the grading period

Grades 9-12

All grades are standards-based as they directly align to the grade level standards (TEKS). All grades are common and agreed upon in common planning meetings with the exception of 2-3 additional daily grades that teachers have the ability to assign independently.

- Name assignments by title (focus in the description)
- Assignments will be put into the gradebook within 24 hours of being assigned.
- Grades for each assignment entered within 1 calendar week of the assignment due date

Independent Practice/Homework

Homework and practice are related, connected by the context when students are learning on their own and applying new knowledge. Teachers approach this kind of learning experience as any other—matching the planned activity to the learning goal.

Grades 7-8

- Will consist of previously taught skills that students should be able to complete independently to supplement student learning.
- Should not take more than 1 hour per night cumulatively (15-20 minutes per subject)
- Will be consistent within grade level content teams.
- One minor grade can be placed in the gradebook to reflect student completion of homework each three weeks in a nine week grading period.

Grades 9-12

- Will consist of material and/or tasks that students should be able to complete independently.
- One minor grade can be placed in the gradebook to reflect student completion of homework throughout the nine weeks.
- Should not take more than 1 hour per night cumulatively (15-20 minutes per subject)



- Will be consistent within subject area teams
- Honors and AP level classes may expect more complex assignments/projects that may require more time to complete at home.

Graded Classwork/Missing or Late

Grades 7-8

- **Missing/Late Work due to failure to complete work in class**
 - Steps taken for late assignments
 - Zeros will be used to hold the places of missed assignments, but we will not allow students to refuse to do work.
 - If the assignment has not been submitted by the assigned due date, the student will be given 5 school days to turn in the assignment. If it is not turned in, the student will be assigned after-school detention.
 - If the assignment is not turned in after the after-school detention, a referral will be placed in Skyward.
 - Excessive zeros will result in parent contact.
 - If a student continues to be placed in after school detention due to missing work, a behavior RTI meeting will be scheduled.
 - At the end of each marking period a zero may stand if **all** HISD guidelines have been followed (parent communication, intervention, lost privileges, etc.)
- **Missing/Late Work due to absences**
 - Grade change request is allowed past the marking period in response to extenuating circumstances (major illness, family crisis, etc.)
 - Makeup work is expected of all students when he/she is absent for any reason. Students will have no more than 2 class days per absence to return their work. If a student knows of an absence, every effort should be made to collect work prior to the absence. After 2 class days, follow failure to complete work guidelines.

Grades 9-12

- **Missing/Late Work**
 - Zeros will be used to hold the places of missing assignments.
 - Points can be deducted for late work per campus guidelines.
 - Excessive zeros will result in parent contact.
 - The teacher and/or counselors will share directions on how to set up Skyward gradebook notifications and will share directions: [Click here for directions](#).
 - At the end of each marking period a zero may stand if the above HISD guidelines have been followed. Grade change requests are only allowed past the marking period in response to extenuating circumstances (major illness, family crisis, etc.).
 - Makeup work is expected of all students when they are absent for any reason *including* absences caused by school-related events. Within two days of the absence, students are expected to schedule a time with their teachers to complete missing work or make up assessments. If a student knows of an absence, every effort should be made to collect work prior to the absence.



Reteach/Reassess 7-12

As students move into secondary education, they develop more skills to be independent and responsible. Expectations will gradually increase from 7th grade through senior year. HISD does recognize the importance of training students to be independent and organized. Therefore, systematic supports are put in place with 7th and 9th grade having the most (as two of the most critical transitional years) and a gradual increase of student ownership and responsibility throughout all other grade levels.

Grades 7-8 On-Level and Advanced

- A retest is not the original test, nor is it correcting the original test
- Project Based/major grades may be corrected and do not require “reteach.”
- A retest should follow a reteach/tutorial session within two weeks of the original test
- Failure of test - Teacher initiates tutorials and retest if the the overall grade is failing and parent contact must be initiated
 - Student will be required to retest after the reteach before or after school
 - In order to qualify for a retest, students must not have rushed through the original test, and if they receive accommodations, they must have used them.
- Passing of test - Student initiated
 - Student will be required to retest after the reteach before or after school
- Retest Opportunities
 - On-Level - 2 failing major grades may be retested
 - Advanced - Students will have an opportunity to replace a maximum of 1 major grade during a 9 week period
 - Students get full credit for retest opportunities
 - Due to the opportunity to retest for a 100, a retest should include the same TEKS presented in a different way

Benchmarks will not have a retest opportunity

8th Grade Honors and 9-12 On-Level and Honors

- Students will have opportunities to replace **one** (1) major grade during a 9 week period.
 - Students can earn full credit for retest opportunities.
 - Students have two weeks from the time the grade is posted to complete the retest.
- Students will complete tutorials prior to retaking an assessment.
- Students are held responsible for initiating retest procedures.

9-12 AP Classes

- Students will have opportunities to replace **one** (1) major grade per semester.
 - Students get an **average** of the two tests as the resulting grade.
 - Students have two weeks from the time grade is posted to complete retest.
- Students will attend tutorials prior to retaking an assessment.
- Students are held responsible for initiating retest procedures.



Academic Dishonesty 7-8

In the case of a student caught plagiarizing/cheating, including but not limited to AI and/or help from another student or unauthorized source, the following consequences will be administered and enforced:

- Formative:
 - 1st offense: zero in the grade book and one day ISS
 - 2nd offense: zero in the grade book and two days in ISS
- Summative:
 - 1st Offense: One day of ISS. Alternative assignment to be completed in ISS.
 - The grade will stand at a 0 until the assignment is completed.
 - 2nd Offense: Two days of ISS. Alternative assignment to be completed in ISS.
 - The grade will stand at a 0 until the assignment is completed.

Any additional offenses will be subject to the discretion of campus administration.

Please note that other organizations on campus, such as but not limited to the Junior Honor Society, athletics, and theater, have their standards of conduct, and students may incur disciplinary consequences from their organization as well.

Academic Dishonesty 9-12

Plagiarism and Cheating will not be tolerated. Any assignment that shows evidence of plagiarism (including AI-generated content) will receive any of the following consequences:

- Points deduction up to and including a grade of 0.
- Formative:
 - Zero in the gradebook.
- Summative:
 - Zero in the gradebook.
 - Potential to redo the assignment in a more restrictive environment for 80% credit.
- Disciplinary consequences.

Use of generative AI on assignments is not allowed. Any assignment that shows evidence or hints heavily of using AI will be given a zero and the assignment will be reassigned and completed in a more restrictive (non-electronic) environment; the grade earned from the more restrictive environment will stand in the gradebook.

9-12 Additional Information

Extra Credit

To ensure a guaranteed and viable curriculum for all, extra credit may be determined by each team. If assigned, it will be equitable for all students.

- Grades are standards based, not for participation (Kleenex, supplies, food items, parent attendance to meetings, etc.)



Exemptions

HHS Exam Exemption Policy – To be eligible each semester, students must meet specific criteria concerning their grade average and the number of absences/tardies in each class. The 90% attendance requirement is based on attendance per course. The teacher shall be responsible for granting the exemption. The following absences will not be counted against a student regarding their exemption: Extra-curricular school related absences, death/funeral in the immediate family, religious holidays, sent home by school nurse, College Day, one day to obtain a learner license or driver's license, COVID related absences documented in the nurse's office and 3 or fewer days in ISS.

A student will not be eligible for exemption if they have/are:

- any schedule changes (including those initiated by a parent/student) after the 5th day of class.
- disciplined for fighting and/or has any days of suspension.
- 2 or more office referrals for discipline during the semester.
- been assigned/served days in DAEP during the current school year.
- absent on the day of the exam without prior approval from the Principal.

There are no exemptions granted for core subject classes (English, math, science, social studies, and languages other than English) in the fall semester.

Class Grade A/B Classes and 4th Period

- “A” average (90-100) No more than 3 absences A/B Classes; No more than 6 absences 4th Block
- “B” average (80-89) No more than 2 absences A/B Classes; No more than 4 absences 4th Block
- “C” average (73-79) No more than 1 absence A/B Classes; No more than 2 absences 4th Block
- ***Three (3) tardies equal one (1) absence per course/class.

A student can “remove” one absence per class if they have NO TARDIES.



Calculating GPA/Class Rank

Class Rank is determined by where a student's GPA falls within their graduation class. The student with the highest GPA is ranked #1. When student grades affecting GPA are submitted, rank changes accordingly. GPA and Rank are considered confidential. Students may pick up a transcript listing their GPA and Class Rank during a designated week in January and June that will be announced by the counselors' office. A student's rank can also be found in Skyward.

Maximum course GPA may be found in the HHS Course Guide. Individual student scores earned within the course determines the GPA that student earns from the course, so it is impossible to determine what the top GPA will be for a graduation class.

Please note: dropping or failing an AP, Honors, or on level course (either overall or by semester) will earn zero GPA points as reflected on the GPA scale located in the course guide.

No Pass No Play

Eligibility for initial and continuing participation in extracurricular activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL activities and their parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. For information regarding specific requirements, visit the UIL academic requirements page linked [here](#).

Semester Grades and Earning Credit

A grade of 70 or higher is needed to be awarded credit in all courses, regardless of the weight of the course, i.e. Dual Credit, Pre AP, and AP courses. In a 2-semester course, students may be able to retain full course credit by averaging the two semester grades; however, they will not be able to recover the GPA points from the failed semester.

For example, 1st sm. 68 + 2nd sm. 72 = 140. 140 divided by 2 = 70. Credit for both semesters will be awarded, but GPA will be lost for the 1st semester. When a student does not earn credit for a course, they are expected to take the course in summer school in order to recover the necessary credits.

To calculate the semester grade, you can use the following formula:

$$\text{Semester grade} = .8(\text{semester average}) + .2(\text{semester exam})$$



Special Programs

Plans for special populations are always followed when assessing students. This includes students receiving Special Education services, Emergent Bilingual, students that receive Section 504 services, and/or are served through campus RtI procedures.

Students are required to take benchmark assessments if they are scheduled to take the STAAR/EOC assessment.

Revised for 2025-2026 school year.