

LA VERNIA



**INDEPENDENT
SCHOOL DISTRICT**

**2025 -2026
SECONDARY (Grades 6-12)
GRADING GUIDELINES**

ADMINISTRATIVE STAFF

Dr. Hensley Cone, Superintendent
Mr. Bryan Caughlin, Junior High School Principal
Mrs. Brandi Hanselka, High School Principal

It is the policy of the La Vernia Independent School District not to discriminate on the basis of race, color, national origin, sex, or handicap in programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendment of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District Vision

Uncompromising Excellence, Unlimited Possibilities!

La Vernia Independent School District

We Believe:

- In making all decisions in the best interest of the students we serve.
- In reflecting the core values of the community and seeking community partnerships.
- In fostering an atmosphere that builds relationships, promotes student innovation, problem solving and meaningful, real-world connections.
- In attracting, developing, and empowering quality staff at all levels of the organization.
- We are accountable for the success of every student and for preparing them for life after high school.
- Collaboration and innovation among staff are vital to becoming and developing learners for life.
- Students and staff learn best in a safe, secure, and nurturing environment.
- The development of citizenship in all students is essential to their future.

FOREWORD

This document is the product of much research and discussion by educators, parents, and students. These guidelines are in accordance with current practices and policies, as well as the Texas Education Code. An attempt has been made to provide a set of guidelines in those areas which will best meet the needs of students and aid the instructional staff. These guidelines provide:

1. A tool which will foster consistency among teachers, disciplines, and schools as students progress through the LVISD educational program.
2. A reference which will encourage a better understanding of grading, assessment, reporting, and promotion for teachers, parents, and students.
3. A description of the District's grading system.

TABLE OF CONTENTS

Grading and Reporting Procedures	page 2
Grading Roles and Responsibilities	pages 3-5
Effective Communication with Parents/Guardians	page 6
Reporting Grades	pages 7-9
Makeup Work	page 10
Types of Assessments	pages 11-12
Major Grades	page 12
Daily Grades	pages 13
Extra Credit	page 14
Reteach and Reassess for Mastery	page 14
Academic Dishonesty	page 15
Extracurricular Activities and UIL Eligibility	page 16

Grading and Reporting Procedures

State and Local Curriculum

The district shall determine instructional objectives that relate to the Texas Essential Knowledge and Skills (TEKS) for grade level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade level or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated District objectives.

Each secondary school maintains a balanced curriculum in the TEKS including English Language Arts, Reading, Science, Mathematics, Social Studies, Fine Arts, Health/Fitness, Technology Applications, Physical Education/Wellness, World Languages, and Career and Technology.

Curriculum content is prescribed by the Texas Education Agency. Local instructional plans are based upon State curriculum frameworks and program standards.

Curriculum consists of the defined scope and sequence of instruction, the instructional objectives for student mastery, the materials used (including textbooks and technology resources), the instructional strategies designed to promote student learning, and the assessment practices used to evaluate learning. The curriculum is based upon the TEKS.

Grading Roles and Responsibilities

Students

1. Complete assigned work on time and return it to the teacher.
2. Plan to work on long-term assignments so assignments will be completed on time.
3. Initiate communication with the teacher when he/she does not understand the assignment or if he/she is experiencing difficulty.
4. Complete all assignments within the time limits given by the teacher.
5. Evaluate their own work for accuracy and seek clarification, as needed, from the teacher.
6. Exhibit academic honesty at all times.
7. Register for access to Student Portal to monitor your progress. Contact the campus registrar for assistance.

Parents/Guardians

1. Establish a specific time, place, and manner for homework to be completed.
2. Provide the supplies and materials necessary to complete homework.
3. Monitor as needed, but do not complete homework for the student.
4. Assist the student in planning a time schedule for long-term assignments.
5. Initiate communication with the teacher when concerns arise.
6. Register for and access the Parent Portal to monitor student progress. Contact the campus registrar for assistance.

Campus Administration

1. Each campus will design and communicate semester exams (high school only), screeners and standardized assessment schedules.
2. Address issues surrounding the calculation of grades for the purpose of UIL eligibility.

Grading Roles and Responsibilities

Teachers

1. Develop daily lesson objectives and activities for each class.
2. Record grades for assignments, including the assignment due date.
3. Post grades weekly in Gradebook within seven (7) days of the assignment due date; exceptions include essays and long-term projects, which will be posted within two (2) weeks.
4. Inform students of content covered on all major assessments.
5. Communicate with parents/guardians about student performance.
6. Follow the LVISD Grading Procedures and ask for clarification from campus administration, as needed.
7. Provide students with a grading rubric including checkpoints for major project completion.

Tutorials

The purpose of a tutorial session is to provide additional support to assist students who have not mastered the TEKS currently being taught. Tutorials also serve as instructional reinforcement for students in need of assistance. All LVISD students are welcomed and encouraged to attend tutorial sessions.

1. Day and time of scheduled tutorials will be set and posted by campus teachers on the course syllabus.
2. Attendance for tutorials outside of the school day may be required at the teacher's discretion.
3. Teachers will be available to students during scheduled tutorial time and will keep a log of students attending tutorials.

Parent/Guardian-Teacher Conferences

1. A teacher will contact and request one or more conference(s) with the parent(s)/guardian(s) of a student if the student is not maintaining passing grades, is not achieving the expected level of performance, or in any other case the teacher considers necessary. Conferences may be conducted by telephone or in person.
2. The State and District require each teacher to notify parents/guardians of the need for a conference at each progress report/grading period if the grade is below the level required for course credit or grade-level advancement. (See **Effective Communication with Parents/Guardians**)

Course Syllabus

All secondary teachers are required to submit a course syllabus to the Campus Administration for approval. The syllabus will then be posted and distributed to students during the first two weeks of the course and/or semester. The purpose of the course syllabus is to provide information, guidelines, and an overview of a teacher's requirements for successful completion of a course.

The syllabus may be defined as a scope and sequence of each course's major projects and themes. It may be prepared by semester or full-year requirements. The syllabus is designed to give students and parents/guardians an overview of the course's major themes and approximate dates of major course projects, exams, or papers. Each course may develop a syllabus format which best meets the needs of the learner but the following elements must be included:

- Teacher name
- Course name
- Conference period
- School phone number
- Outline or scope and sequence of major course units, themes, or projects
- Approximate timeline
- Approximate due dates of long-term projects
- Grading criteria and homework expectations (in compliance with LVISD Grading Procedures)
- Late work procedures
- Classroom rules
- Retesting and correction procedures
- Tutorial schedules

Teachers teaching the same course will adhere to the same grading procedures.

Effective Communication with Parents/Guardians

Communication with parents/guardians is one of the most important responsibilities of teachers. Conferences provide an opportunity to build relationships and encourage parent/guardian involvement in their child's educational process. Teachers will inform parents/guardians promptly when problems occur. Parents are encouraged to access grades through the Parent Portal located online or via the LVISD App.

Teachers are encouraged to confer with parents/guardians as well as counselors, especially in instances where the student is experiencing difficulty.

Effective communication should:

- Inform parents/guardians of the progress of their children.
- Help children accept responsibility for their own progress.
- Assist parent/guardians in cooperating with the school to further the children's progress.
- Bring about good relations between home and school.
- Be meaningful to teachers, students, and parents/guardians.
- Reflect a child's strengths and successes as well as his/her weaknesses and failures.
- Focus on educational objectives.
- Examine whether or not the child is doing as well as he/she can do in class.
- Highlight how well the child is doing in terms of what the school expects for his/her chronological and mental age level and his/her grade placement.

Reporting Grades

Progress Reports

1. The Progress Report reflects both satisfactory and unsatisfactory student progress. Its purpose is to inform students, parents/guardians, and campus administrators regarding student progress in a subject, in conduct, or both.
2. Progress reports are available to parents/guardians of all students every three weeks. Parents must be contacted if the grade is below 70. Teachers/academic teams will maintain telephone or electronic logs of contacts and attempted contacts with parents/guardians.
3. Student progress reports will be available to parents/guardians through Parent Portal.

Report Cards

1. Report Cards are issued at the end of each nine-week grading period and provide information regarding academic performance, student conduct, and attendance.
2. Report Cards are available to parents/guardians of all students every nine weeks. Parents must be contacted and a conference scheduled if the grade is below 70.
3. Student report cards will be available to parents/guardians through Parent Portal.

Grading Scales

Numeric Average	Letter Grade
90-100	A
80-89	B
70-79	C
69 and below	F

The district will report grades to parents/guardians as numerical scores. The following table relates the numerical scores and letter grades:

Secondary Grading Practices

Teachers will update grades at least once per week in accordance with the guidelines below:

Assignments

Categories	Weights		Minimum # of Grades per 9 Weeks	Corrections and Redos	
	<i>On-Level</i>	<i>Advanced</i>		<i>Timeline</i>	<i>Max Grade</i>
Daily	50%	40%	9	Teacher Discretion	
Major	50%	60%	3	4 School Days	70

Late Work

Work submitted beyond the due date will result in a deduction of points from the assignment grade. Late work will be graded and returned within 7 days of the due date or student submission, whichever is later.

Course Level	100% Credit	75% Credit	*Notification to parent or guardian required.	50% Credit	0% Credit
<i>On-Level</i>	1 - 1 absence	1-2 days		3 - 5 days	Over 5 days
<i>Advanced</i>	1 - 1 absence	1 day		2 -3 days	Over 3 days

**Notification may take the form of a missing grade entry in the grade book or direct communication from the teacher.*

Semester Grades - Junior High

Semester grades are calculated in the following way for grades 6 - 8:

Nine-Week Grading Period #1 Average	50%
Nine-Week Grading Period #2 Average	50%
Total	100%

Nine-Week Grading Period #3 Average	50%
Nine-Week Grading Period #4 Average	50%
Total	100%

Semester Grades - High School

Semester grades are calculated in the following way for grades 9 - 12:

Nine-Week Grading Period #1	40%
Nine-Week Grading Period #2	40%
Semester 1 Exam	20%
Total	100%

Nine-Week Grading Period #3	40%
Nine-Week Grading Period #4	40%
Semester 2 Exam	20%
Total	100%

Grading Guidelines for Special Populations

Students who receive services through Special Education (IDEA) or Section 504 of the Americans with Disabilities Act will be held accountable to the same grading standards as students who do not receive services unless otherwise specified in their Individual Education Plan (IEP).

Advanced Academic Courses (Honors, AP, Dual Credit, and UT OnRamps)

Advanced Academics courses adhere to the grading policies and category weightings of the LVISD Secondary Grading Practices when possible. However, please be advised that in Dual Credit and other college credit-bearing courses, students may have course-specific grading criteria or receive a separate grade on behalf of the credit-granting institution. Dual Credit and other courses as applicable may be required to adhere to the weighting categories set forth by the credit-granting institution and will be established in the course syllabus annually. Students taking advanced courses may be required to complete assignments during the summer prior to taking the class.

Makeup Work

Any student missing classroom instruction should be given the opportunity to make up the assigned missing work. Students are responsible for asking teachers for makeup work upon returning to class. Students shall receive credit for satisfactory makeup work after an absence. The allotted time for make-up work completion is based upon the number of days absent. Students get a one-day extension to turn in missing assignments. For example:

- 1-day absence = 1-day extension to turn in the assignment
- 2-day absence = 2-day extension to turn in the assignment

Makeup work submitted outside of the allotted time frame will be considered late and will be subject to late work grading procedures.

Students with extracurricular absences are responsible for completing missed work. Previously assigned work is due upon the day the student returns to school unless the due date is extended by the teacher.

Exceptions, due to extenuating circumstances, may be granted by administration.

Teachers may assign alternative work to assure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements.

Incomplete Grades

1. A student receiving an incomplete for a grading period has two (2) weeks to convert the incomplete grade to an earned grade.
2. In unusual cases where the student has missed a large quantity of work, the time may be extended, per administrative approval.
3. In all cases, the teacher must communicate to the student, the nature of the outstanding work and the time limitation for completing the work.
4. UIL rules may require a shorter timeline for students to maintain extracurricular eligibility than what is required by the classroom teacher.

Please review the [La Vernia ISD UIL Eligibility Calendar, linked here.](#)

Types of Assessments

General

Student mastery of subject matter may be assessed in a variety of ways. It is not necessary to receive a grade for every assignment. The teacher should always monitor and provide feedback to students for any activity that he/she assigns. Assessment should always follow a period of guided practice and/or independent practice. Grades reflect academic achievement only and are not based on discipline, attendance, number of times tardy, bringing supply items for classroom use (facial tissue, hand sanitizer, etc.), or participation in extracurricular activities or other non-academic criteria.

For group projects, members of a group should not be penalized for an individual's non-participation. A student who does not fully participate will receive a grade reflective of his/her effort.

Assessments measure a student's progress toward mastery of essential skills or content. Types of assessments include, but are not limited to:

Classroom participation	Teacher observation	Quizzes	Tests
Classroom discussions	Research projects	Enrichment	Projects
Oral responses	Checklists of skills	Written responses	Homework
Portfolios	Experiments	Group Work	

Semester Exams (High School Only)

Semester exams are cumulative assessments of semester content and are not eligible for corrections or retakes. Semester exams are worth 20% of a student's overall semester average in each course.

Performance-Based Courses

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include courses within the following departments: Career and Technology Education (CTE), Fine Arts, Physical Education and Athletics.

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

Major Grades

Major Grades will comprise 50% of the nine-week average in On-Level Courses, 60% of the nine-week average in Advanced Courses, and may include tests/examinations, projects, essays, term papers, and other alternative assessments. A minimum of three (3) major grades shall be recorded during each nine-week grading period.

Tests/Examinations

Examinations measure performance based on the TEKS or content. They serve to evaluate mastery of the TEKS, concepts, understandings, and District objectives and to provide opportunities to demonstrate certain knowledge or skills. Unit tests may be District-developed, department-developed, or teacher-developed. Unit tests will be administered at the culmination of an instructional unit and may or may not occur at the end of the nine-week grading period.

1. Examinations are assessments designed to measure a student's successful attainment of the TEKS, as expressed in the LVISD curriculum guidelines.
2. Major examinations or tests are chapter, unit, concept, or cumulative (weekly, three-week or nine-week) assessments.
3. Major tests must be scheduled and announced in advance.
4. Major tests are intended to take more than half of the class period to complete.

Research/Major Projects

1. Research papers or projects are defined as assignments that take extended time for a student or group of students to complete. Teachers will designate when an assignment is a major project or research paper.
2. Teachers may assign research papers or projects to an individual or to a group of students.
3. A rubric describing grading criteria and interim deadlines must be provided to the student prior to beginning the project/paper.
4. Research papers or projects assigned over an extended period of time are due on or before the due date. Students who are absent on the due date, including school business, must submit work upon returning to school the next day.
5. Penalty for late projects will be the same as for all other late work. Please refer to the course syllabus and project rubrics.
6. If a student will be out for multiple days for a school function, the student is expected to make arrangements with teachers prior to attending the school function.

Daily Grades

Daily Grades will comprise 50% of the nine-week average for On-Level Courses and will comprise 40% of the nine-week average for Advanced Courses. Daily grades may include classwork, homework, notebooks, quizzes, and other assignments. A minimum of nine (9) daily grades shall be recorded during each grading period.

Homework and Classwork

Homework and classwork provide opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding of the content. Homework and classwork should be considered learning opportunities for students to show mastery of concepts. Homework and classwork should never be assigned as punishment. Any homework assigned will be integral and necessary to the learning process and will enrich the student's understanding of the concepts being covered during the school day.

Grading Homework

1. Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate.
2. Peer and self-grading are allowable.
3. Graded assignments should be returned to the student in a timely manner. Teachers should review and/or return all graded work to students within a time frame that will benefit the student. Homework will be graded within seven (7) scheduled class days. This will provide time for the student to identify any areas of weakness and arrange for tutorials or extra study sessions prior to the summative assessment.

Classwork

1. Classwork is any instructional activity defined/planned by the teacher, to be completed during the class period, to facilitate the learning process.
2. There may be occasions when classwork becomes homework.

Quizzes

Quizzes are designed to evaluate a student's level of understanding and progress towards instructional objectives. Quizzes do not have to be scheduled in advance.

Extra Credit

1. All extra credit is to be academic.
2. The intent of extra credit is for enrichment in a class and should support mastery of TEKS.
3. Teachers may offer extra credit at their discretion.
4. If extra credit is offered, it must be offered to all students in a class.
5. Extra credit will not cause an excessive financial burden on the student *nor* be given for bringing in basic school supplies or other non-academic reasons.
6. Awarded extra credit will not account for more than 5% of the nine-week average.

Reteach and Reassess for Mastery

1. If 50% or more of the students in a single class period do not demonstrate mastery of the TEKS on an assessment, the teacher will provide the opportunity for reteach and retest during class. Re-evaluation may include but is not limited to oral examinations, special assignment sheets, special homework assignments, test corrections, or a retest. In the instance of a retest, the higher of the two scores will be recorded.
2. If less than 50% of all students in a single class period do not demonstrate mastery, reteaching during class time is not required; however, any student who earns a grade below 70 on a major assignment has the opportunity to make corrections and/or retest up to a grade of 70. After receiving test scores, students have four (4) school days to accurately complete test corrections and/or retest.

Academic Dishonesty

Academic Dishonesty is defined in the LVISD Policy (EIA):

La Vernia Independent School District strives to maintain a culture of hard work, integrity, and high ethical standards. Acts of academic dishonesty are not tolerated. Academic dishonesty includes but is not limited to cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination, or the use of artificial intelligence tools without the express permission of the instructor. A student found to have engaged in an act of academic dishonesty shall be subject to academic penalties, which may include a score of zero on the assignment in question, and disciplinary penalties in accordance with the Student Code of Conduct.

Consequences for academic dishonesty shall be cumulative across courses during an academic year and may include:

- Grade penalty at teacher's discretion on the assignment in question.
- Conference with the student, parent, teacher, counselor, and/or administrator.
- Detention after school.
- Removal from honor societies for the remainder of the school year.
- Removal from leadership positions for the remainder of the school year.
- One or more weeks of co-curricular or extracurricular ineligibility.

Decisions regarding co-curricular and extracurricular consequences will be made in consultation with program sponsors when possible. Campus administration reserves the ability to assign intervention measures or consequences to reinforce student learning and accountability.

Please review the [La Vernia ISD Artificial Intelligence Policy, linked here.](#)

Extracurricular Activities and UIL Eligibility

University Interscholastic League (UIL) Eligibility

1. A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any academic class (other than an identified advanced class) as per local policy or a student with disabilities fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. However, an ineligible student may practice or rehearse. The student regains eligibility when the principal and teachers determine he/she has: 1) earned a passing grade (70 or above) in all academic classes, other than those that are advanced, and 2) completed the three school weeks of ineligibility.
2. All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of each nine-week grading period. Students who pass remain eligible until the end of the next grading period.
3. All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three school evaluation periods for ineligible students.

Please review the [La Vernia ISD UIL Eligibility Calendar, linked here.](#)