

UVALDE CISD GRADING PROCEDURES



Established in accordance with applicable Board Policy, Texas Education Code (TEC), Texas Administrative Code (TAC), and State Board of Education requirements.

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Purpose ([EIA \(Legal\)](#))

The Uvalde CISD Grading Procedures establish consistent districtwide expectations for grading, assessment, feedback, and communication to ensure grades accurately reflect student mastery of the Texas Essential Knowledge and Skills (TEKS).

These procedures are designed to support high-quality instruction, promote consistency across classrooms and campuses, and provide meaningful communication regarding student learning. While professional judgment remains an important component of effective teaching, all grading practices shall align with these district procedures and applicable Board policy.

This document serves as the district's administrative procedures for implementing Board policy related to grading and student academic progress. It is intended for use by teachers, campus instructional leaders, and district administrators. The Student Handbook references these procedures where appropriate.

Our Grading Commitments

District Guiding Principles

- ✓ Grades communicate student learning.
- ✓ Assessment categories are determined by instructional purpose, not assignment format.
- ✓ Homework reinforces previously taught and supported learning.
- ✓ Student progress should never come as a surprise to students or families.
- ✓ Grades reflect the student's current demonstrated level of mastery.
- ✓ Academic integrity is essential to authentic evidence of learning.

Uvalde CISD is committed to grading practices that:

- Accurately communicate student mastery of the Texas Essential Knowledge and Skills (TEKS).
- Support learning through meaningful assessment, timely feedback, and opportunities for growth.
- Promote consistency, fairness, and equity across classrooms, campuses, and grade levels.
- Encourage students to take ownership of their learning through reflection, responsibility, and continuous improvement.
- Foster collaborative partnerships among students, families, teachers, and school leaders.

Roles and Responsibilities ([EIA \(Local\)](#))

Effective grading practices are a shared responsibility among teachers, students, parents, campus instructional leaders, and district leaders. Each plays an important role in supporting student learning and academic success.

Teachers

Teachers shall:

- Design and administer assessments aligned to the district curriculum, the Texas Essential Knowledge and Skills (TEKS), and intended learning objectives.
- Maintain an accurate and current electronic gradebook (Skyward).
- Provide timely, meaningful feedback that supports student learning.
- Communicate academic progress with students and parents throughout the grading period.
- Provide opportunities for reteaching and demonstration of mastery when appropriate.
- Maintain grading practices consistent with district procedures and Board policy.

Students

Students are expected to:

- Complete assigned work to the best of their ability.
- Monitor academic progress using district communication tools.
- Communicate with teachers regarding missing assignments and academic concerns.
- Complete make-up and late work within established timelines.
- Reflect on feedback and take ownership of their learning.

Parents and Guardians

Parents and guardians are encouraged to:

- Monitor student progress through Skyward Family Access.
- Maintain communication with teachers regarding academic progress.
- Support regular school attendance and timely completion of assignments.
- Participate in conferences and collaborate with school staff to support student success.

Campus Instructional Leaders

Campus instructional leaders shall:

- Promote consistent implementation of district grading procedures.
- Support teachers through instructional coaching and professional learning.
- Monitor grading practices for consistency, accuracy, and alignment with district expectations.
- Foster collaborative discussions regarding assessment, grading, and student learning.

Evidence of Learning: (Assessment and Gradebook Expectations)

Intent

Assessment is the process of collecting evidence of student learning. Uvalde CISD utilizes formative and summative assessments to monitor student progress, determine mastery of the Texas Essential Knowledge and Skills (TEKS), guide instructional decisions, and communicate academic achievement. Skyward, the UCISD electronic gradebook, serves as the district's official record of student grades and academic progress.

Procedures

Teachers shall utilize a variety of assessments to collect sufficient evidence of student learning throughout each nine-week grading period.

Assessments shall align to the district curriculum, the Texas Essential Knowledge and Skills (TEKS), and the intended learning objectives.

Teachers shall maintain an accurate electronic gradebook in Skyward that reflects current student progress.

Grades shall be entered consistently throughout the grading period to provide students, parents, and campus instructional leaders with timely and accurate information regarding academic progress.

Grades shall not be withheld until progress reports or report cards are due, and teachers should avoid entering a large number of grades immediately prior to the close of a grading period.

Each nine-week grading period shall include a minimum of:

- Twelve (12) formative assessments (Assessment for Learning)
- Five (5) summative assessments (Assessment of Learning)

These minimum expectations apply to both elementary and secondary classrooms unless otherwise approved by the Superintendent or designee.

Formative Assessments (Assessment for Learning)

Formative assessments occur during instruction and are used to monitor student progress, provide timely feedback, identify misconceptions, and guide instructional decisions before mastery is expected.

Examples may include, but are not limited to:

- Daily classwork
- Guided practice
- Independent practice
- Bell ringers
- Teacher observations
- Student conferences
- Graphic organizers
- Learning journals
- Draft writing
- Reading checks
- Skill checks
- Interactive notebooks
- Practice laboratory activities
- Classroom discussions assessed with a rubric

- Quizzes used to monitor progress
- Exit tickets used to determine instructional next steps
- Project checkpoints

Summative Assessments (Assessment of Learning)

Summative assessments occur after sufficient instruction has been provided and allow students to demonstrate mastery of one or more TEKS or learning objectives.

Examples may include, but are not limited to:

- Unit or module assessments
- Chapter assessments
- Rubric based assessments:
 - Performance tasks
 - Essays
 - Research projects
 - Oral presentations
 - Laboratory investigations
 - Student demonstrations
 - Culminating writing pieces
 - Culminating projects
- District common assessments
- Quizzes or exit tickets used to demonstrate mastery of a lesson or learning objective

District Guidance

Assessment categories are determined by their instructional purpose rather than their format.

An exit ticket or quiz may be classified as either formative or summative depending on whether it is used to guide instruction or to determine mastery.

District common assessments provide consistent evidence of student learning across classrooms and campuses and may serve as summative assessments when aligned to classroom instruction.

Universal screeners, diagnostic assessments, and state assessment practice tools are designed to inform instruction and monitor student growth. These assessments should not serve as the sole determinant of a student's classroom grade.

Gradebook Management

Skyward is the district's official record of student grades.

Teachers shall maintain organized gradebooks using district-approved grading categories and common assignment naming conventions when applicable.

When district or campus naming conventions have been established, teachers shall utilize those conventions to promote consistency and facilitate the electronic transfer of grades when students change teachers, schedules, or campuses.

Assignment names should clearly communicate the learning activity or assessment to students and parents while maintaining consistency across teachers teaching the same course or grade level.

Campus Instructional Leader Look-Fors

Campus instructional leaders should expect to observe:

- Assessments aligned to the intended TEKS and learning objectives.
- A balanced collection of formative and summative assessments.
- Grades entered consistently throughout the grading period.
- Organized gradebooks utilizing common naming conventions when applicable.
- Assessment results used to guide instructional planning, intervention, enrichment, and reteaching.

Reflection

Does the evidence of learning (grade) accurately communicate what students know and are able to do?

Effective:

Feedback for Learning: (Student Ownership and Growth)

Intent

Feedback is an essential component of the learning process. Effective feedback helps students understand their progress toward mastery, identify strengths and areas for growth, and determine next steps for improvement. Feedback should be timely, meaningful, and promote student ownership of learning.

Procedures

- Teachers shall provide timely feedback on assessments and learning activities throughout each grading period.
- Feedback should communicate both student strengths and opportunities for improvement.
- Students shall be provided opportunities to review assessment results, reflect on their progress, establish academic goals, and use feedback to improve future learning.
- Teachers shall communicate academic concerns to students and parents before poor performance becomes a surprise on a progress report or report card.
- Elementary teachers shall conduct parent conferences in accordance with district procedures and campus expectations.
- Parent conferences may be scheduled at any time to support student success.

Student Ownership

Students are expected to:

- Review teacher feedback and ask questions for clarification.
- Monitor academic progress using district communication tools.
- Complete assignments and assessments to the best of their ability.
- Communicate with teachers regarding missing assignments or academic concerns.
- Reflect on their learning, establish academic goals, and take ownership of their progress.

Parent Partnership

Parents and guardians are encouraged to:

- Monitor student progress through Skyward Family Access.
- Review teacher feedback with their student(s).
- Communicate with teachers when questions or concerns arise.
- Participate in parent conferences and collaborate with school staff to support student success.

District Guidance

Feedback extends beyond a numerical grade. Effective feedback may include:

- Written comments
- Student conferences
- Rubrics
- Verbal feedback

Effective:

- Goal-setting discussions
- Peer feedback
- Student self-reflection
- Whenever possible, feedback should be provided in time for students to apply what they have learned before subsequent evidence of learning is collected.
- Communication with parents should occur throughout the grading period rather than solely at progress report or report card distribution.

Campus Instructional Leader Look-Fors

Campus instructional leaders should expect to observe:

- Timely feedback provided to students.
- Students are able to explain their learning goals and academic progress.
- Students actively reflect on assessment results and setting goals for improvement.
- Student conferences occurring as appropriate.
- Parent communication is documented when students experience academic difficulty.
- Feedback used to guide future learning and instructional decisions.

Reflection

Does the feedback provided help students understand their current level of learning and identify their next steps toward mastery?

Homework

Intent

Homework is any learning activity assigned to be completed outside the regular instructional period. Homework extends, reinforces, and provides opportunities to apply previously taught and supported learning. Meaningful homework provides students with opportunities to practice, apply, or complete learning independently while developing responsibility, organization, and study habits.

Homework is not intended to introduce new learning or serve as the primary measure of student achievement.

Procedures

- Homework shall align to previously taught and supported learning, intended learning objectives, and the Texas Essential Knowledge and Skills (TEKS), when applicable.
- Homework shall reinforce, extend, or provide additional opportunities to practice learning that has occurred during classroom instruction.
- Homework may include unfinished classwork when additional time is needed for a student to complete an assignment or demonstrate understanding.
- Homework shall be purposeful, reasonable in length, and appropriate for the student's grade level and developmental needs.
- Homework shall not be assigned as punishment.
- When graded, homework shall be recorded as a formative assessment and should represent practice or application of previously taught and supported learning.
- Teachers shall clearly communicate homework expectations, due dates, and submission procedures to students and families.
- The quality, purpose, and relevance of homework are more important than the quantity assigned.

Campus Instructional Leader Look-Fors

Campus instructional leaders should expect to observe:

- Homework aligned to previously taught and supported learning, intended learning objectives, and TEKS when applicable.
- Homework that reinforces or extends classroom instruction.
- Appropriate quantity, rigor, and developmental expectations for the grade level.
- Homework expectations communicated clearly to students and families.
- Homework, when graded, is recorded as a formative assessment that supports learning rather than serving as the primary measure of student achievement.

District Guidance Note

Homework should provide meaningful opportunities for students to practice, apply, and reinforce learning independently. The quality, purpose, and relevance of homework are more important than the quantity assigned.

Attendance and Assignment Completion

Intent

Regular attendance is essential to student learning and academic success. Students who are absent miss valuable instruction and opportunities to demonstrate learning. Uvalde CISD is committed to providing students with reasonable opportunities to complete missed work while promoting responsibility, accountability, and timely completion of assignments.

Attendance, make-up work, and late work procedures are designed to support student learning while maintaining consistent grading practices across the district.

Procedures

Attendance

- Students are expected to attend school regularly and actively participate in all assigned learning activities.
- Attendance requirements for course credit shall be governed by applicable Texas Education Code (TEC), Board Policy, and district attendance procedures.
- Students who are absent are responsible for obtaining missed assignments, communicating with their teachers, and completing make-up work within the established timeline.
- Teachers shall provide students with reasonable opportunities to complete assignments and assessments missed due to an absence.

Make-Up Work

- Assignments or assessments missed because of an absence are considered make-up work and are not considered late work.
- Students shall be provided a reasonable opportunity to complete make-up work following an absence. As a general guideline, students should be allowed at least one instructional day to make up work for each instructional day absent. Additional time may be appropriate based on the length or circumstances of the absence, as determined by the teacher and campus administration.
- Students experiencing extended absences due to illness, hospitalization, medical treatment, or other approved circumstances may require additional flexibility based on individual needs.
- Make-up work completed within the established timeline shall be accepted for full credit.
- Teachers shall clearly communicate make-up work expectations and completion timelines.
- Students who are absent due to an unexcused absence, including skipping class, remain responsible for all missed learning, assignments, and assessments. Behavioral consequences associated with unexcused absences shall be addressed in accordance with the Student Code of Conduct and campus procedures.
- When assessments are missed due to an unexcused absence, the teacher, in collaboration with campus administration when appropriate, shall determine the timeline and conditions for completing the assessment.
- Students who are absent for personal travel or other non-school-related reasons shall be provided the opportunity to complete missed assignments in accordance with the district's make-up work procedures upon returning to school. Teachers are not expected to prepare or provide assignments in advance of the absence.

Effective:

Late Work

- Late work is any assignment that was assigned while the student was present but was not submitted by the established deadline.
- Students are expected to monitor missing assignments using district communication tools and communicate with teachers regarding incomplete or missing work.
- Teachers shall clearly communicate assignment deadlines and submission expectations.
- Late assignments may receive a deduction of ten (10) points per instructional day, not to exceed a maximum deduction of thirty (30) points.
- Chronic late work should result in teacher intervention, student conferences, and parent communication to identify barriers, promote student responsibility, and support academic success.
- Grades should continue to accurately communicate student learning and mastery of the intended learning objectives and TEKS.

Campus Instructional Leader Look-Fors

Campus instructional leaders should expect to observe:

- Consistent implementation of district attendance, make-up work, and late work procedures.
- Students provided reasonable opportunities to complete make-up work following absences.
- Clear communication of assignment expectations, due dates, and make-up timelines.
- Consistent application of late work procedures across classrooms.
- Students are aware of missing assignments and actively communicate with teachers regarding completion.
- Parent communication and intervention when patterns of missing or late work develop.
- Grading practices that clearly distinguish between make-up work and late work.

Demonstration of Mastery: (Reteaching, Reassessment, and Student Success)

Intent

Learning is a continuous process, and students learn at different rates and in different ways. Uvalde CISD is committed to providing students with opportunities to demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS) through additional instruction, meaningful feedback, and reassessment when appropriate.

The purpose of reassessment is to provide students with an opportunity to demonstrate improved understanding following additional instruction and support, not simply to improve a grade.

Procedures

- Teachers shall utilize formative assessment results to identify students who require additional instruction, intervention, enrichment, or opportunities to demonstrate mastery.
- When assessment results indicate that students have not yet demonstrated mastery of the intended learning objectives, teachers shall provide additional instruction, meaningful feedback, and opportunities for guided practice before reassessment.
- Reassessment shall align to the same learning objectives or TEKS measured by the original assessment but is not required to be identical in format, questions, or assessment method.
- Teachers shall communicate reassessment expectations, timelines, and any required learning activities prior to reassessment.
- Students are expected to participate in reteaching opportunities, complete assigned learning activities, and demonstrate readiness for reassessment when required.
- When reassessment occurs, the recorded grade shall reflect the student's current demonstrated level of mastery of the assessed learning objectives or TEKS.
- Demonstration of mastery may occur through a variety of assessment methods, including written assessments, performance tasks, projects, presentations, conferences, demonstrations, or other teacher-approved measures aligned to the intended learning objectives.
- Teachers shall implement reassessment practices consistently and equitably for all students.

District Guidance

- Reassessment is intended to measure new learning following additional instruction and feedback. It should not consist solely of repeating the original assessment without opportunities for additional learning.
- Teachers are encouraged to use assessment results to identify patterns of misunderstanding, adjust instruction, and collaborate with colleagues through Professional Learning Communities to improve student learning.
- The most recent demonstration of learning provides the most accurate representation of a student's current level of mastery.

Campus Instructional Leader Look-Fors

Campus instructional leaders should expect to observe:

- Assessment data used to identify students requiring additional instruction.
- Evidence of reteaching occurring before reassessment.

Effective:

- Students provided meaningful opportunities to demonstrate mastery.
- Reassessment aligned to the intended TEKS and learning objectives.
- Recorded grades reflecting the student's current demonstrated level of mastery.
- Consistent reassessment practices implemented across classrooms and content areas.

District Guidance Note

The goal of reassessment is not to provide another opportunity to earn points; it is to provide another opportunity to demonstrate learning after additional instruction and support.

Academic Integrity and Appropriate Use of Artificial Intelligence (AI)

Intent

Academic integrity is fundamental to meaningful learning and the accurate communication of student achievement. Student work submitted for assessment should reflect the student's own understanding, thinking, and demonstration of mastery. Artificial Intelligence (AI) and other digital tools may enhance learning when used appropriately; however, they shall not replace original student thinking when an assessment is intended to measure individual mastery.

Procedures

- Students are expected to demonstrate honesty, responsibility, and integrity in all academic work.
- Academic dishonesty includes, but is not limited to, plagiarism, cheating, unauthorized collaboration, falsification of information, and the unauthorized use of Artificial Intelligence (AI) or other digital tools.
- Teachers shall clearly communicate expectations regarding the appropriate use of AI, technology, collaboration, and outside resources for assignments and assessments.
- When AI or other digital tools are permitted as part of an assignment, teachers shall communicate how those tools may be used and the extent to which student work must reflect original thinking.
- Students remain responsible for the accuracy, originality, and integrity of all work submitted for assessment, regardless of the tools used to complete the assignment.
- When academic dishonesty is suspected, teachers shall investigate the concern, communicate with the student, and follow district procedures and the Student Code of Conduct, when applicable.
- Consequences for academic dishonesty shall be addressed consistently in accordance with district procedures and the Student Code of Conduct.

District Guidance

- Artificial Intelligence has the potential to support learning through research, brainstorming, organization, feedback, and revision when used appropriately.
- Assignments intended to measure student mastery should accurately reflect the student's own knowledge, understanding, and skills.
- Teachers are encouraged to design assessments that require authentic demonstrations of learning through discussion, writing, performance, problem solving, presentations, or other measures aligned to the intended learning objectives.
- As AI technologies continue to evolve, teachers should emphasize ethical decision-making, digital citizenship, and responsible use of technology.

Campus Instructional Leader Look-Fors

Campus instructional leaders should expect to observe:

- Clear teacher expectations regarding academic integrity and the appropriate use of AI.
- Assessments designed to accurately measure individual student learning.
- Students demonstrating original thinking and authentic evidence of learning.
- Consistent implementation of district procedures when concerns regarding academic dishonesty arise.
- Classroom practices that promote ethical technology use and digital citizenship.

Effective:

District Guidance Note

Artificial Intelligence should support learning—not replace learning. Grades should accurately communicate a student's own demonstrated knowledge, understanding, and mastery of the intended learning objectives.

Communication of Student Progress

Intent

Effective communication between schools, students, and families is essential to student success. Uvalde CISD is committed to maintaining timely, accurate, and ongoing communication regarding student learning and academic progress. Communication should provide families with meaningful information that supports student growth and strengthens the partnership between home and school.

Procedures

- Skyward, the UCISD electronic gradebook, shall serve as the district's official record of student grades and academic progress.
- Teachers shall maintain current grades throughout each grade reporting period to provide timely and accurate information to students and parents.
- Progress reports and report cards shall be issued in accordance with the district calendar.
 - Grading Windows
- Teachers shall proactively communicate significant academic concerns to students and parents before low academic performance is reflected on a progress report or report card.
 - Significant academic concerns may include, but are not limited to:
 - Failing or declining academic performance.
 - Patterns of missing or incomplete assignments.
 - Concerns regarding student progress toward mastery.
 - Recommendations for intervention, tutoring, reteaching, or additional academic support.
 - Examples of proactive communication include, but are not limited to:
 - Telephone calls
 - Email correspondence
 - Parent-teacher conferences
 - Student conferences
 - District-approved communication platforms
 - Written communication
 - Other documented communication methods approved by the district
- Communication regarding significant academic concerns should be documented in accordance with campus procedures.
- Elementary teachers shall conduct parent conferences in accordance with district procedures and campus expectations.
- Parent conferences may be requested by the teacher, parent, student, or campus administration whenever additional communication is needed to support student success.
- Students are encouraged to regularly review their academic progress, seek clarification when needed, and communicate with teachers regarding questions or concerns.

District Guidance

- Communication regarding student progress should be timely, respectful, and focused on supporting student learning.
- Teachers are encouraged to celebrate student growth while also communicating concerns early enough for meaningful intervention and support.

- Meaningful communication extends beyond reporting grades and should include conversations regarding student strengths, areas for growth, attendance, assessment results, and strategies for continued improvement.

Campus Instructional Leader Look-Fors

Campus instructional leaders should expect to observe:

- Gradebooks updated consistently throughout the grading period.
- Evidence of proactive communication regarding significant academic concerns.
- Parent conferences conducted when appropriate.
- Students actively monitor their academic progress.
- Progress reports and report cards accurately reflecting student achievement.
- Communication that strengthens partnerships between school and home and supports student success.

District Guidance Note

Meaningful communication is proactive, timely, and focused on student success. While Skyward Family Access provides parents with access to student grades, it does not replace direct communication when significant academic concerns arise.

Grading Procedures (PK–12)

Intent

Uvalde CISD grading procedures establish consistent expectations for calculating, recording, and reporting student grades. These procedures are intended to ensure grades accurately communicate student achievement while providing consistency across classrooms, campuses, and grade levels.

Procedures

PK–2 Standards-Based Reporting

- Students in prekindergarten through grade 2 shall receive standards-based report cards in accordance with district curriculum expectations and district reporting procedures.
- Standards-based report cards communicate student progress toward mastery of grade-level standards and developmental skills and are not calculated using numerical averages.

Standards-Based Reporting Scale (Prekindergarten–Grade 2)

Performance Level	Level of Mastery	Student Demonstration
1	Did Not Meet	The student is beginning to develop the knowledge and skills aligned to the identified Prekindergarten Guidelines or Texas Essential Knowledge and Skills (TEKS). The student requires frequent teacher guidance and support to demonstrate learning.
2	Approaching	The student demonstrates partial mastery of the identified Prekindergarten Guidelines or TEKS and is progressing toward grade-level expectations. The student may require teacher guidance or support to consistently demonstrate learning independently.
3	Meets	The student demonstrates grade-level mastery of the identified Prekindergarten Guidelines or TEKS and independently applies learned knowledge and skills in most instructional settings.
4	Masters	The student consistently exceeds grade-level expectations by demonstrating a deep understanding of the identified Prekindergarten Guidelines or TEKS and independently applies learning in new, increasingly complex, and authentic situations.

Grades 3–12 Grade Calculations

The district shall utilize the following grading categories and weights when calculating nine-week averages.

Grades 3–5

- Formative (Assessment for Learning) – 60%
- Summative (Assessment of Learning) – 40%

Grades 6–8

- Formative (Assessment for Learning) – 40%
- Summative (Assessment of Learning) – 60%

High School Credit Courses (General Educational Programming)

- Formative (Assessment for Learning) – 40%
- Summative (Assessment of Learning) – 60%

High School Credit Courses (Honors, Advanced Placement, and Dual Credit)

- Formative (Assessment for Learning) – 30%
- Summative (Assessment of Learning) – 70%

High School Credit Courses and Advanced Academic Programs

The following provisions apply to students enrolled in high school credit courses and advanced academic programs, where applicable.

High school credit courses provide students with opportunities to prepare for college, careers, military service, and other postsecondary pathways through rigorous academic and career-focused learning experiences. Uvalde CISD offers a variety of advanced learning opportunities, including Gifted and Talented (GT) services, Honors, Advanced Placement (AP), Dual Credit, and other district-approved advanced coursework. While instructional models and program requirements may vary, student grades shall be determined in accordance with these Grading Procedures and applicable Board Policy.

Weighted Grade Point Average (GPA) and Class Rank

- Students earn one (1.0) credit upon successful completion of a high school credit course in accordance with graduation requirements.
- Honors, Advanced Placement (AP), and Dual Credit courses approved by the District shall receive additional quality points for purposes of weighted grade point average (GPA) and class rank in accordance with Board Policy EIC (LOCAL).
- Beginning with the Class of 2028, Honors, Advanced Placement (AP), and Dual Credit courses shall receive an additional ten (10) quality points when calculating weighted GPA and class rank.
- The Class of 2027 shall continue under the previously adopted weighted grade system. Advanced Placement (AP) courses completed by students in the Class of 2027 shall receive an additional twelve (12) quality points in accordance with the District's approved transition plan.

- Students shall be weighted according to the weighted grade system adopted by the District for their graduating class.

Grading Periods and UIL Eligibility

- Grades for all secondary courses shall be reported at each University Interscholastic League (UIL) eligibility grading period in accordance with UIL requirements, district reporting timelines, and applicable Board Policy.
- Eligibility for extracurricular activities shall be determined in accordance with current UIL rules and applicable Board Policy.
 - For UIL eligibility purposes, students enrolled in Advanced Academic high school courses (Honors, Dual Credit, AP) receive a 10-point adjustment to the course average, as permitted by UIL rules. The adjusted average is used solely to determine UIL eligibility and does not change the student's official course grade. (FM LOCAL)

Program Expectations

- Honors, Advanced Placement (AP), and Dual Credit courses are designed to provide rigorous academic experiences that prepare students for success beyond high school.
- Students enrolled in advanced academic programs are expected to maintain satisfactory academic progress and meet the academic expectations established for each program.
- Dual Credit courses are taught in partnership with an institution of higher education. Students enrolled in Dual Credit courses must meet both district graduation requirements and the academic expectations established by the partnering college or university.

Advanced Academic Program Probation

- Students enrolled in Honors, Advanced Placement (AP), or Dual Credit courses who earn a nine-week average below 70 shall be placed on academic probation for the following nine-week grading period.
- During the probationary period, students should receive appropriate academic support, intervention, and progress monitoring.
- Students who do not meet academic expectations following the probationary period may be removed from the course and placed in an appropriate high school course in accordance with district procedures, campus administration, and applicable program or college requirements.

Placement in a Disciplinary Alternative Education Program (DAEP)

- Students assigned to the District's Disciplinary Alternative Education Program (DAEP) shall continue to receive instruction aligned to the Texas Essential Knowledge and Skills (TEKS) and shall continue to earn grades in accordance with district grading procedures.
- Students assigned to DAEP shall continue to receive grades based on learning demonstrated through the instructional program provided during placement.
- Grades earned during DAEP placement shall be reported by DAEP instructional staff and recorded by the student's home campus in accordance with district procedures.
- Due to curriculum, instructional, and program requirements, certain advanced academic courses, including Honors, Advanced Placement (AP), Dual Credit, and selected Career and Technical Education (CTE) courses, may not be available during a student's placement in DAEP.

- When an equivalent advanced academic course cannot reasonably be provided during DAEP placement, the student may be placed in an appropriate TEKS-aligned course for the duration of the placement.
- Placement in DAEP may result in removal from an advanced academic course when required by district procedures, program requirements, or the partnering institution of higher education.
- Students removed from an advanced academic course as a result of DAEP placement may be ineligible to re-enroll in the same course during a subsequent semester in accordance with district procedures and applicable program requirements.
- Students enrolled in Dual Credit courses remain subject to the academic expectations and requirements of the partnering institution of higher education.

Gradebook Entries

- Skyward shall serve as the district's official electronic gradebook.
- Teachers shall maintain current grades throughout each grading period.
- Grades shall be entered on a regular basis and accurately communicate each student's current academic standing.
- Blank gradebook cells shall not be used to delay communication of student progress.
- When an assignment remains unsubmitted or incomplete, teachers shall enter a grade that accurately reflects the student's current level of demonstrated learning. The recorded grade may include a zero or another numeric grade that accurately communicates the student's current level of mastery based on the available evidence of learning and the teacher's professional judgment.
- The grade entered for an unsubmitted or incomplete assignment does not eliminate a student's opportunity to complete make-up work, submit late work, or demonstrate mastery in accordance with district procedures.
- Teachers should utilize gradebook comments or notes, when appropriate, to provide additional context regarding the recorded grade.

Grade Calculations

- Nine-week averages shall be calculated using the district-approved formative and summative grading categories and applicable grading weights.
- Semester and final course averages shall be calculated in accordance with district procedures and applicable Board Policy.
- Grades shall accurately reflect student achievement and current demonstrated mastery of the Texas Essential Knowledge and Skills (TEKS).
- Academic grades shall not be reduced or increased as a disciplinary consequence for behavior, attendance, or other non-academic factors unless otherwise permitted by law or Board Policy.

Extra Credit

- Extra credit, when provided upon teacher discretion, shall extend or enrich student learning and shall not be used to replace missing assignments, compensate for poor academic performance, or provide an opportunity to earn credit for work unrelated to the intended learning objectives.
- Extra credit opportunities shall be equitable and available to all students enrolled in the course or class, as determined by the teacher.
- Extra credit must be directly related to the TEKS.
- Extra credit must be clearly labeled in Skyward.

Transfer Grades (EIC LOCAL)

- Grades earned by students transferring into Uvalde CISD shall be accepted and recorded in accordance with district procedures and applicable Board Policy.
- Campus administrators shall work collaboratively with counselors, registrars, and teachers to ensure accurate placement and grade reporting for transfer students.
- When the District accepts transfer credit for a course that is eligible under the regular grade weighting system, the student's semester grade shall be included in the calculation of class rank in accordance with Board Policy EIC (LOCAL).
- When the District accepts transfer credit for a course that is eligible for additional grade weighting, the District shall apply the appropriate weighted grade only when an equivalent or similar course is offered to the same class of students in Uvalde CISD.
- Grade weighting for transfer courses shall be determined in accordance with the District's weighted grade system and Board Policy EIC (LOCAL).

Progress Reports and Report Cards

- Progress reports and report cards shall be issued in accordance with the district calendar.
- Teachers shall verify grades for accuracy prior to each reporting period.

Grade Changes

- Teachers are responsible for verifying the accuracy of grades before report cards are issued.
- Grade changes after report cards have been issued shall be limited to documented clerical or calculation errors or other circumstances approved by the campus principal.
- Approved grade changes shall be processed in accordance with district procedures.

Campus Instructional Leader Look-Fors

Campus instructional leaders should expect to observe:

- Consistent implementation of district grading procedures across classrooms and campuses.
- Gradebooks maintained accurately and updated throughout each grading period.
- Consistent use of district-approved formative and summative grading categories and grading weights.
- Assignment names following district or campus naming conventions when established.
- Gradebooks accurately communicate current student progress.
- Grades aligned with district procedures and applicable Board Policy.

Appendix A: Gradebook Standards

Purpose

Skyward electronic gradebook is the district's official record of student academic progress. Consistent gradebook practices promote accurate reporting, support communication with students and families, facilitate student transfers, and ensure consistency across classrooms and campuses.

Gradebook Setup

- Skyward shall serve as the district's official electronic gradebook.
- Teachers shall utilize district-approved grading categories and grading weights.
- Gradebooks shall be established in accordance with district timelines at the beginning of each school year.
- Teachers are responsible for maintaining gradebooks that accurately reflect student progress throughout each grading period.

Evidence of Learning Categories

- Teachers shall utilize district-approved formative and summative assessment categories.
- Assessment categories shall not be modified without district approval.
- Assessments shall be categorized based on their instructional purpose rather than their format.

Assignment Naming Conventions

- District common assessments shall utilize district-approved assignment names.
- Teachers teaching the same course or grade level should utilize common assignment names when established by the district or campus.
- Assignment names should clearly communicate the learning activity or assessment to students and parents.
- Consistent assignment naming supports the electronic transfer of grades when students change teachers, schedules, or campuses.

Grade Entry Expectations

- Grades shall be entered consistently throughout each grading period.
- Teachers should avoid entering large numbers of grades immediately before progress reports or report cards are issued.
- Grades shall accurately communicate each student's current academic standing.
- Blank gradebook cells shall not be used to delay communication of student progress.

Missing Assignments

- Missing assignments shall be entered as a zero unless another district-approved circumstance applies.
- Entering a zero does not eliminate a student's opportunity to complete make-up work or late work in accordance with district procedures.
- Teachers should utilize gradebook comments, when appropriate, to communicate the reason an assignment remains unsubmitted.

Gradebook Comments

Gradebook comments are encouraged when additional communication will provide clarity to students and families. Examples may include:

- Missing assignment
- Absent
- Make-up work pending
- Reassessment scheduled
- Other relevant information that supports student success

District Assessments

- District common assessments shall be administered and recorded in accordance with district assessment procedures.
- District-approved naming conventions shall be utilized for district common assessments.
- District assessments shall be entered within the appropriate grading category.

Gradebook Maintenance

- Teachers are responsible for routinely reviewing gradebooks for accuracy and completeness.
- Errors shall be corrected promptly upon discovery.
- Campus instructional leaders may periodically review gradebooks to ensure consistency with district procedures.

Gradebook Standards Checklist

A well-maintained gradebook provides an accurate, timely, and transparent record of student learning. Families, students, teachers, and campus instructional leaders should be able to review the gradebook at any point during the grading period and understand a student's current academic progress.

Prior to each progress report and report card, teachers should verify that:

- ☐ Grades have been entered consistently throughout the grading period.
- ☐ The minimum number of formative and summative assessments has been met.
- ☐ Assignment names follow district or campus naming conventions when applicable.
- ☐ District common assessments use district-approved assignment names.
- ☐ Grading categories and weights are correct.
- ☐ Missing assignments have been entered in accordance with district procedures.
- ☐ Gradebook comments have been added when appropriate.
- ☐ Blank gradebook cells have not been used to delay communication of student progress.
- ☐ Student averages accurately reflect current academic performance.
- ☐ The gradebook accurately communicates each student's current level of achievement.

Effective:

Appendix B: Grading Procedures Quick Reference

Purpose

This quick reference summarizes the district's key grading expectations. It is intended to serve as a practical resource for teachers and campus instructional leaders and should be used in conjunction with the Uvalde CISD Grading Procedures.

Evidence of Learning Expectations (Grades 3–12)

Minimum Formative/Summative Per Nine Weeks

- Formative Assessments: Minimum of twelve (12)
- Summative Assessments: Minimum of five (5)

Assessment Weights

- Grades 3–5
 - Formative Assessments – 60%
 - Summative Assessments – 40%
- Grades 6–12
 - Formative Assessments – 40%
 - Summative Assessments – 60%
- Honors, Advanced Placement (AP), and Dual Credit Courses
 - Formative Assessments – 30%
 - Summative Assessments – 70%
- GPA and class rank weighting shall be calculated in accordance with applicable Board Policy.

Homework

- Reinforces previously taught and supported learning.
- Does not introduce new learning.
- May include unfinished classwork.
- When graded, it is recorded as a formative assessment.

Attendance and Assignment Completion

- Make-Up Work
 - Students shall receive a reasonable opportunity to complete work missed because of an absence.
 - General guideline: At least one instructional day for each instructional day absent.
- Late Work
 - Ten (10) points may be deducted for each instructional day an assignment is late.
 - Maximum deduction: Thirty (30) points.
 - Make-up work is not considered late work.

Demonstration of Mastery

- Additional instruction and guided practice shall occur before reassessment.
- Reassessment shall align to the intended learning objectives or TEKS.
- When reassessment occurs, the recorded grade reflects the student's current demonstrated level of mastery.

Communication

- Grades shall be entered consistently throughout each grading period.
- Student progress should never come as a surprise to students or families.
- Posting grades in Skyward Family Access alone does not constitute proactive communication regarding significant academic concerns.
 - Please reference the [Communication of Student Learning](#) section for district guidance..

Gradebook Expectations

- Skyward is the district's official electronic gradebook.
- Blank gradebook cells shall not be used.
- Missing assignments shall be entered as zeroes unless another district-approved circumstance applies.
- Gradebook comments should be utilized when appropriate.
- Common assignment naming conventions shall be used when established by the district or campus.

Academic Integrity

- Student work shall reflect the student's own learning.
- Teachers shall clearly communicate expectations regarding collaboration, technology, and Artificial Intelligence (AI).
- AI may support learning but shall not replace original student thinking when assessing mastery.

Uvalde CISD Board Policy & District References

The Uvalde CISD Grading Procedures are administrative procedures developed in accordance with applicable federal and state law, State Board of Education rules, and Uvalde CISD Board Policy. These procedures should be read in conjunction with the following governing authorities.

Academic Achievement

[EIA \(LEGAL\)](#)

Academic Achievement: Grading and Progress Reports to Parents

[EIA \(LOCAL\)](#)

Academic Achievement: Grading and Progress Reports to Parents

[EIC \(LEGAL\)](#)

Academic Achievement: Class Ranking

[EIC \(LOCAL\)](#)

Academic Achievement: Class Ranking

[EIE \(LEGAL\)](#)

Academic Achievement: Retention and Promotion

[EIE \(LOCAL\)](#)

Academic Achievement: Retention and Promotion

[EIF \(LEGAL\)](#)

Academic Achievement: Graduation

[EIF \(LOCAL\)](#)

Academic Achievement: Graduation

[EI\(LEGAL\)](#)

Academic Achievement

[EI\(LOCAL\)](#)

Academic Achievement

Attendance

[FEC \(LEGAL\)](#)

Attendance for Credit

[FEC \(LOCAL\)](#)

Attendance for Credit

Student Conduct and Academic Integrity

[FNCA \(LEGAL\)](#)

Student Conduct

[FNCA \(LOCAL\)](#)

Student Conduct

Student Activities[FM \(LOCAL\)](#)

Student Activities

Technology[CQ \(LEGAL\)](#)

Technology Resources and Electronic Communications

[CQ \(LOCAL\)](#)

Technology Resources and Electronic Communications

Related District Documents

Student Handbook

(PENDING)

UCISD Grading Windows

 Grading Windows

Course Catalogs

 UCISD Middle School (6-8) Course Catalog 26_27 SY.pptx.pdf UCISD UHS Course Catalog 26_27 SY.pdf 26/27 Advanced Academics Handbook UCISD Tiered GT Service Model.pdf

District Assessment Calendar

 UCISD Screening and Assessment 26-27