



Huntsville ISD Elementary Grading and Reporting Handbook

2025-2026



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Grades

Grades are a reflection of a student's achievement of learning standards.

Instructional Practice

When a student learns new material, he or she goes through a time of wrestling with the material before eventually mastering the information or skills. It is expected that a student will make some mistakes during this learning process. Any work done during this learning period is considered *Instructional Practice*. The purpose of *Instructional Practice* is not to evaluate a student's final achievement of a topic, but to determine where he or she is in the learning process, diagnose any problems, and aid in getting the help needed to learn the material. *Instructional Practice* could consist of different types of assessments including, but not limited to:

- Rubric graded notebooks and journals based on TEKS
- Teacher observations
- Formative assessments
- Learning centers/stations
- Writing Processes

Academic Achievement

The purpose of *Academic Achievement* is to evaluate how well a student is meeting the learning standards. Some student work for *Academic Achievement* may take place outside of the classroom. *Academic Achievement* could consist of many different types of assessments including, but not limited to:

- Tests
- Presentations
- Research projects
- Performance assessments
- Special projects related to the TEKS

Homework

Homework is for the purposes of independent practice, extension, and enrichment of topics covered in class to reinforce previously taught basic skills. Assignments must be related to state and /or local curriculum standards. While students should be able to complete homework assignments independently, parents are encouraged to oversee the assignments. *Homework* will not be assigned (created) as a consequence for misbehavior.

Elementary Homework Guidelines		
	PK-1st	2nd-5th
Time	<ul style="list-style-type: none">• Maximum- 15 minutes per night total.• Student works until homework is complete OR until maximum time--whichever comes first.	<ul style="list-style-type: none">• Maximum- 30 minutes per night total.• Student works until homework is complete OR until maximum time--whichever comes first.
Grade	<ul style="list-style-type: none">• No academic grade.• No negative consequences should be tied to homework.	<ul style="list-style-type: none">• No academic grade.• No negative consequences should be tied to homework.
School Holidays/ Weekends	<ul style="list-style-type: none">• No homework	<ul style="list-style-type: none">• No homework
Type	<ul style="list-style-type: none">• Differentiated and meaningful homework tied to TEKS.• Emphasis on process not product.• Emphasis on reading/writing and math concepts to reinforce previously taught basic skills.	<ul style="list-style-type: none">• Differentiated and meaningful homework tied to TEKS.• Emphasis on process not product.• Homework primarily consists of reading, practice in mathematics, application of writing skills, and beginning research.

Reteaching/Reassessment

Reteaching should be an integral part of instruction in all grades and in all subjects whenever the teacher determines that the mastery of the TEKS has not been accomplished. At elementary, teachers will provide a reasonable opportunity to reassess mastery of TEKS when a student fails to master the content and receives a failing grade (below 70%) on an Academic Achievement assessment (tests and/or in-class projects). The reassessment may be paper/pencil, observation, or demonstration. The reassessment must occur prior to the next test and within the same nine weeks. (Academic Achievement assessment). Only **one** reassessment may be taken per failing Academic Achievement grade. This assessment must be taken within 7 days of original assessment. If a student has been absent, then upon student's return, he/she will have 7 days from return to redo that assessment. Students will be able to receive up to a 70 for the reassessment and that grade will be entered into the gradebook.

Late Work/Make-up Work

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. In the event of absences, then any makeup work incurred during the student's absence will be due to the teacher **within 7 days** after the student returns to school.

Make-up work should be graded in a manner similar to the grading of the original assignment. Some make-up work may need to be completed at school. The teacher has the option to alter assignments and grading, but should be consistent with all students. Students will not be given make-up work ahead of time when parents remove their children for trips during school days. Make-up work will be assigned and completed once the student returns to school.

Minimum Number of Grades

For each report card period, the minimum number of grades to be used in calculating the average for each core subject and/or course is as follows:

Grade K - Authentic assessment and teacher observation based on state standards will document a student's current level of proficiency per nine weeks.

Grades 1-5 - A minimum of nine grades per subject per nine weeks (math) and a minimum of 14 grades (language arts/reading--((to also include grammar, 1 grade is an average of all spelling tests for the 9 weeks and 4 writing grades focused on responses to reading))) will be recorded. A minimum of five grades each will be recorded for science and social studies. At least 50% of the science grades must be from science investigations/labs. Teachers should evenly distribute the graded assignments throughout the grading period. **Actual academic grades should reflect mastery of grade level skills--not work habits.**

Grades K-5 - In Art, Music, and PE, participation and performance is the objective. This will be reported on report cards with an E,S,N,U.

Grading Scales

Grades must all be entered into Skyward under Instructional Practice. Tests must be clearly labeled in the Gradebook for reassessment purposes.

PreK Assessment and Reporting

PreK students will be assessed in three assessment waves throughout the school year using the CPALLS+ assessment from the Children's Learning Institute (CLI). This information will be sent home to parents three times throughout the year. This information is aligned to the Texas PreKindergarten Guidelines. Parents will not view the academic competencies in the Home Access Center. A final cumulative report must be filed in each student's cumulative folder at the end of the school year.

Grade K

In grade K, no weight will be assigned in reporting progress. Authentic assessment and teacher observation based on state standards will contribute to determining a student's progress in reading, language arts, math, science, and social studies.

- E (90-100) Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar
- S (80-89) Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts
- N (70-79) Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar context
- U (69 and below) Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills

E,S,N,U are used to report conduct as well as Art, Music, and PE skill performance.

Numerical grades (1st-5th)

A 100 is the highest grade that can be recorded. The lowest passing grade is a 70. The grading scale is:

A= 90-100

B= 80-89

C= 75-79

D=70-74

F= 69 and below (Failing)

Report Card and/or Progress Report Average

In grade K, no weight will be assigned in reporting progress. Kindergarten teachers will use the district's electronic grade book to report progress four times a year using (E,S,N,U).

Teachers are to follow district assessment directions to determine mastery of academic skills in reading, language arts, math, science, and social studies. Parents will not view the academic competencies in the Home Access Center.

In grades 1-5, each nine-week grade (including class work, projects, and tests) is considered equally when the grade is computed.

Citizenship and work habit skills are to be graded each grading period on the report card for grades K-5 using (E,S,N,U).

Interim progress reports are not given to prekindergarten students. Interim progress reports are given to students in grades K-5. Grade K comes from the district T&L office. Grades 1-5 are generated through Skyward. Grades received from other districts may be included in determining yearly averages.

2025-2026 PROGRAM OF STUDIES: PK-5

PREKINDERGARTEN	
Circle Time-Whole Group (RLA and Math)	Daily/20 min
Interactive Read Alouds	2-3 times a day
PE/Recess	Daily
Centers: Math/Science, Pretend and Learn, Construction, Writing, Creation, ABC, Listening, Library, etc.	Daily 45-60 minutes, minimum
Writing (shared-teacher led and individual)	Daily
Handwriting	Daily
Small Group-RLA	Daily
Small Group-Math	Daily
Technology Programs (academic-skill specific)	Daily 15-20 minutes
Science/Social Studies-integrated into all areas.	Daily
Intervention and/or Enrichment	2 times daily

KINDERGARTEN—FIFTH GRADE*							
		K	1	2	3	4	5
Language Arts	Daily	160	160	130	120	90	90
Mathematics	Daily	90	90	90	90	90	90
Science (5th grade)	Daily						45
Social Studies (5th grade)							45
Science (K-4)	Weekly	150 minutes per week					
Social Studies (K-4)	Weekly	150 minutes per week/integrated in RLA as appropriate					
Technology	Weekly	150 minutes per week/integrated in all subjects					
Physical Education/Health		135 Minutes Per Week Minimum					
Art/Music		On a Rotation Basis					
Intervention and/or Enrichment	Daily	Set time has been established daily at each campus					

Promotion/Retention

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

Standards for Mastery

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

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

Grade K

In grade K, promotion to the next grade level shall be based on meeting minimum performance standards in language arts and math of at least an N (70-79) in each of those subject areas.

Grades 1–8

In grades 1–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts and mathematics.

Perfect Attendance

Regular school attendance is vital for student academic success. It is fundamental in giving all students the best opportunity to succeed.

A student must physically be present at school to receive perfect attendance with no more than (3) early pick-ups and/or tardies, whether **excused or unexcused**. Perfect attendance is recognized each 9 weeks on each elementary campus, as well as overall for the entire school year at the conclusion of the school year.

Acknowledgement

I have received training from my campus administration in the Huntsville ISD Elementary Grading and Reporting Guidelines.

Printed name

Date

Signature