

Appendix III
Grading Procedure: Pre-K through 12

Grading Procedure Pre-K through 12



Department of Instructional Services

Revised August 17, 2026

2026-2027 CCISD Student Handbook

General Guidance (PK-12)

Parent/guardians will receive progress reports after the third week of each six weeks grading period (progress report) and once at the end of each six weeks grading period. Supplemental progress reports may be sent. The progress report form shall indicate the need for a parent conference, if necessary. When mailed by the teacher rather than a school wide automated mailing system, the teacher should keep a copy of the mailing with date and time information.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated district objectives. Grades must reflect a student's relative mastery of a TEKS based assignment or assessment.

When averaging grades for report cards, any fractional part of one-half or more allows the student grade to round up, ex. 73.5= 74. In accordance with guidelines, {EIA (LOCAL)} a student shall be permitted a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. For purposes of the policy, reasonable opportunity shall mean that the **parent or student contacts the teacher within ten school days from the time the grade is posted in Skyward Family Access** and/or the graded assignment is returned to the student, whichever is later, to schedule a mutually agreeable time to redo the assignment or retake a test. The test or assignment must be over the same standards but may be in a different format from the original assignment or test. Prior to retaking the test or being allowed to redo an assignment, the student shall attend a minimum of one tutorial/small group reteach on the targeted academic skill. If a student takes advantage of a redo opportunity, the grade recorded in the gradebook will be the better of the two scores.

Should a student wish to make up an assignment or retake a test for which he/she received a failing grade during the sixth six weeks grading period, the time frame for availing himself/herself of that opportunity may be significantly shortened due to the fact that all grades must be earned within the student instructional calendar days. Final exams are not eligible for retest. The end of year Advanced Placement exams are governed by the College Board. All Dual Credit exams and assignments are governed by the sponsoring university/college.

Should a high school student not turn in an assignment by the due date, 10 points may be deducted for each day it is late, with the maximum allowable deduction being 30 points. If the student missed a due date because he/she was out due to an excused absence, the student will be allowed an appropriate time to submit the assignment without penalty (see High School).

It is a district expectation that grades be entered weekly, within 5 working days after an assignment is submitted to the teacher. Graded assignments should be returned in a timely manner so that students receive the necessary feedback for future learning. It is recommended that half of the required grades be entered by progress report.

Board policies guiding this procedure:

2026-2027 CCISD Student Handbook

[EIA \(LEGAL\) & \(LOCAL\)](#)

[EIC \(LEGAL\) & \(LOCAL\)](#)

[EIE \(LEGAL\) & \(LOCAL\)](#)

[EIF \(LEGAL\) & \(LOCAL\)](#)

Transfer Grade Equivalents:

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C	75-79
C-	70-74
D/F	69 *

*Students who transfer with a letter grade of “D” but credit is awarded by the sending school, CCISD will honor the credit awarded. If a numerical grade is needed, a 69 can be input or the registrar can contact the sending school for the sending district’s numerical equivalent, if available.

Definitions:

Formative assessment is an assessment for learning that provides the teacher with information used to adjust instruction and provide the student with feedback in order to increase learning. Formative assessments can be taken for a grade. Some examples may include:

- Quizzes
- Exit tickets
- Response journals
- In-class practice
- Quick writes/free-writing
- Labs (as part of the learning process)
- Rough drafts of essays
- Common Formative Assessments or Checks for Understanding (CFA/CFU)

Summative assessment is an assessment of learning that determines to what extent students know and understand information that was taught. Some examples may include:

- Unit assessments
- Common assessments
- Final copies of essays
- Major projects
- Semester and final exams

2026-2027 CCISD Student Handbook

High School Grading Procedure

The teacher, in consultation with the campus administrator and Student Assistance Team, must review, monitor, and assist in making recommendations for all students who fail two or more core subjects in a six-week period or one core subject for two consecutive six-week periods. The purpose of the meeting would be the development of an intervention plan to prevent future failure. The review team may consist of the principal or designee, counselor, and student's teacher or teaching team.

Course credit shall be based on mastery of the curriculum. Course assignments and unit evaluations shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated district objectives. Grades must reflect a student's relative mastery of a TEKS based assignment or assessment.

Homework is designed to be meaningful practice of previously taught skills. Homework shall not be an assessment of mastery and therefore should not be recorded in the gradebook.

Late/Make-Up Work

Should a student not turn in an assignment by the due date, 10 points may be deducted for each day it is late, with the maximum deduction allowed being 30 points. Late work will not be accepted after the third consecutive school day if the teacher has made parent contact to remind the parent and student of the approaching deadline (ex: assignment is due Monday, the assignment will not be accepted after Thursday if the teacher has made parent and student contact). No late work will be accepted in AP courses; however, if the student missed a due date because he/she was out due to an excused absence, the student shall submit the assignment the day he/she returns or attends class, whichever is sooner.

If a student missed an in-class assignment because he/she was out due to an excused absence, the student will be allowed appropriate time to submit the assignment without penalty (for purposes of clarity, an appropriate time to make up the assignment will be the number of days the student was absent plus one additional day).

General philosophy on the redo procedure is found in the General section of this document.

Category Weights by Course Type

Regular Classes

Formative Grades	40%
Summative Grades	60%

2026-2027 CCISD Student Handbook

Honors Classes

Formative Grades	30%
Summative Grades	70%

Within a six-weeks grading period, a MINIMUM of six (6) formative grades and three (3) summative grades must be taken. Within a five-week grading period or during STAAR testing, a MINIMUM of five (5) formative grades and (2) summative grades must be taken.

It is a district expectation that grades be entered within 5 working days of assignment submission to the teacher. Graded assignments should be returned in a timely manner so that students receive the necessary feedback to ensure future success in learning.

AP/Dual Credit

AP and Dual Credit courses are designed to be college level courses. Grading in these courses will be dictated by the course syllabus. A minimum number of grades is not required. Grades will be calculated by the number of possible points able to be earned, divided by the total number of points earned for each six weeks.

Formative Grades	20%
Summative Grades	80%

Students, parents, and teachers must be vigilant in monitoring the student's progress. Students enrolled in an AP course must take the corresponding AP exam to be eligible for AP-weighted GPA credit. A score of 3 or higher is required to receive the AP weight. **Students who do not take the exam or score below a 3 will receive Honors weight for the course in the GPA calculation.**

CTE Practicum, Internship, and Lab-Based Courses

Career and Technical Education (CTE) practicum, internship, and lab-based courses are designed to provide students with opportunities to demonstrate knowledge and skills through applied, work-based learning experiences. Students enrolled in these courses shall receive a minimum of **one competency-based grade per week**.

The weekly grade shall reflect the student's demonstrated level of proficiency in the knowledge, skills, employability competencies, and/or industry-based practices associated with the course. Grades may be based on direct observation, completion of assigned work-based learning tasks, demonstration of technical skills, workplace performance, projects, labs, documented competencies, and/or other appropriate evidence of student mastery.

Competency-based grades shall be determined using the CTE Work-Based Learning Rubric. All graded assignments and assessments within these courses will be weighted equally within a single 100 percent grading category. Separate formative and summative category weights will not be used unless otherwise required by an AP, Dual Credit, or other externally governed course syllabus.

2026-2027 CCISD Student Handbook

Grades shall reflect the student's demonstrated mastery of the applicable course standards, workplace competencies, and technical skills rather than the completion of an assignment solely for participation.

Grade Classification Requirements

Grade-level advancement for students in grades 9-12 shall be earned by course credits.

Copperas Cove HS

1. 9th/Freshman—completion of eighth grade and 0–5.5 credits
2. 10th/Sophomore—completion of one year of high school and 6 credits
3. 11th/Junior—completion of two years of high school and 12 credits
4. 12th/Senior—completion of three years of high school and 19 credits

Central Texas Innovation Academy

1. 9th/Freshman—completion of eighth grade and 0–5.0 credit
2. 10th/Sophomore— 6 credits
3. 11th/Junior— 11 credits
4. 12th/Senior— 17 credits

****Note:** Credits denied because of excessive absences are not included when determining credit totals.

2026-2027 CCISD Student Handbook

Jr. High School Grading Procedure

The teacher, in consultation with the campus administrator and Student Assistance Team, must review, monitor, and assist in making recommendations for all students who **fail two or more core subjects in a six-week period or one core subject for two consecutive six-week periods**. The purpose of the meeting would be the development of an intervention plan to prevent future failure.

Review is required on all retentions. The review team may consist of the principal or designee, counselor, and student's teacher or teaching team. The review team will consider the following when considering retention: age of the student, achievement test results, prior retentions, maturity of the student, teacher recommendations, parent input, attendance, summer school performance, and social and emotional implications.

Promotion and/or course credit shall be based on mastery of the curriculum. Course assignments and unit evaluations shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated district objectives. Grades must reflect a student's relative mastery of a TEKS based assignment or assessment.

Homework is designed to be meaningful practice of previously taught skills. Homework shall not be an assessment of mastery and therefore should not be recorded in the gradebook.

Category Weights

Formative Grades	40%
Summative Grades	60%

Within a six-weeks grading period, a MINIMUM of six (6) formative grades and three (3) summative grades must be taken. Within a five-week grading period or during STAAR testing, a MINIMUM of five (5) formative grades and two (2) summative grades must be taken.

It is a district expectation that **grades be entered in Skyward Gradebook within 5 working days of assignment submission to the teacher**. Graded assignments should be returned in a timely manner so that students receive the necessary feedback to ensure future success in learning.

In order to be promoted to the next grade level, a student must have an overall combined yearly average of 70+ in CORE subjects taken. Additionally, a student must pass with a 70+ yearly average in three of the four core subjects: reading/language arts, math, science and social studies.

2026-2027 CCISD Student Handbook

Intervention and IEP/Applied (Resource) Courses will have a minimum of 1 grade per week that is directly related to the student's goal in the subject. All grades will be weighted equally in all content areas for Intervention and IEP/Applied Courses.

Elementary Grading Procedure

The teacher/s, in consultation with the campus administrator, must review, monitor, and assist in making recommendations for all students who fail two or more core subjects in a six-week period or one core subject for two consecutive six-week periods.

Review is required on all retentions. The review team may consist of the principal or designee, counselor, and student's teacher or teaching team. The review team will consider the following when considering retention: age of the student, achievement test results, prior retentions, maturity of the student, teacher recommendations, parent input, attendance, and social and emotional implications.

Variations from the grading policy in pre-kindergarten, kindergarten, first grade, and second grade are explained in the sections dealing with those three grade levels.

3rd-5th grade

Grades should be reflective of a student's mastery of the skills/content taught. Grades will be taken on a minimum of 6 different assignments or assessments in reading/language arts and math. Grades will be taken on a minimum of 5 different assignments or assessments in social studies and science. In reading, math, science, and social studies, tests and daily work will have equal value and not be weighted in the grade book. Should a grading period only have 5 weeks, a MINIMUM of 5 grades will be taken in reading/language arts, math, and a minimum of 4 grades will be taken in science and social studies.

Homework shall not be an assessment of mastery. It is to be a meaningful practice of skills previously taught and shall not be recorded in the grade book.

****Students who have General Education and IEP/Applied (Resource) classes:**

General Education classes will have a minimum of 1 grade per week. IEP/Applied Courses will have a minimum of 1 grade per week that is directly related to the student's IEP goal in the subject. All grades will be weighted equally in all content areas for IEP/Applied Courses.

Fluency

Fluency is an important component of reading (wpm) and math (ppm) that leads to automaticity and should be monitored. Data collection should be a priority in order to formatively assess student progress. Data should be collected, and growth charted. 1 grade per six weeks **shall** be taken on fluency.

2026-2027 CCISD Student Handbook

Pre-Kindergarten

Teacher led instruction (curriculum) and the Pre-Kindergarten Universal Screener Assessment will be considered when assessing student progress.

The report card in Pre-Kindergarten uses a Standards Based Reporting System with progress codes.

- 4 Understanding goes beyond Pre-Kindergarten grade state standards
- 3 Meets Pre-Kindergarten grade state standards
- 2 Making progress toward Pre-Kindergarten grade state standards
- 1 Area of concern; not making appropriate progress

Progress codes should be reflective of a student's mastery of the skills/content taught.

Kindergarten

The report card in Kindergarten uses a Standards Based Reporting System with progress codes.

- 4 Understanding goes beyond Kindergarten grade state standards
- 3 Meets Kindergarten grade state standards
- 2 Making progress toward Kindergarten grade state standards
- 1 Area of concern; not making appropriate progress

Progress codes should be reflective of a student's mastery of the skills/content taught.

First Grade Reporting

The report card in First Grade uses a Standards Based Reporting System with progress codes.

- 4 Understanding goes beyond 1st grade state standards
- 3 Meets 1st grade state standards
- 2 Making progress toward 1st grade state standards
- 1 Area of concern; not making appropriate progress

Progress codes should be reflective of a student's mastery of the skills/content taught.

Promotion/Retention for First Grade:

In First Grade, in order to be promoted to the next grade level, a student shall achieve a majority of "meet standard (3's)" or "above (4's)" in each area: reading/language arts and math.

2026-2027 CCISD Student Handbook

Second Grade Reporting

The report card in Second Grade uses a Standards Based Reporting System with progress codes.

- | | |
|---|---|
| 4 | Understanding goes beyond 2nd grade state standards |
| 3 | Meets 2nd grade state standards |
| 2 | Making progress toward 2nd grade state standards |
| 1 | Area of concern; not making appropriate progress |

Progress codes should be reflective of a student's mastery of the skills/content taught.

Promotion/Retention for Second Grade:

In Second Grade, in order to be promoted to the next grade level, a student shall achieve a majority of "meet standard (3's)" or "above (4's)" in each area: reading/language arts and math.

The following letter grades shall be used on report cards to indicate progress in physical education/health, music and art:

E	Excellent	90-100
S	Satisfactory	80-89
N	Needs to Improve	70-79
U	Unsatisfactory	69 and below

Grades should be reflective of a student's mastery of the skills/content taught.

Third through Fifth Grade Reporting

In Third through Fifth Grades, numerical grades shall be used on report cards to indicate progress in reading/language arts, mathematics, social studies, and science.

The following letter grades shall be used on report cards to indicate progress in physical education/health, music and art:

E	Excellent	90-100
S	Satisfactory	80-89
N	Needs to Improve	70-79
U	Unsatisfactory	69 and below

Grades should be reflective of a student's mastery of the skills/content taught.

Grades will not be taken on Released STAAR tests as the purpose of the test is to provide formative data on a student's progress.

2026-2027 CCISD Student Handbook

Promotion/Retention for Third Grade through Fifth Grade:

In Third through Fifth Grades, in order to be promoted to the next grade level, a student must have the following:

1. an overall yearly combined average of 70+ in all subjects,
2. a yearly average of 70+ in reading, and
3. a yearly average of 70+ in math
4. designated campus committee considers data listed in the Elementary Grading Procedure above

Central Texas Innovation Academy Grading Procedure

Central Texas Innovation Academy (CTIA) is a TEA authorized virtual hybrid campus designed to serve students through a flexible, self-paced instructional model. Unless specifically addressed within this section, applicable district grading procedures and requirements shall remain in effect.

Course Structure and Grading

All CTIA courses are self-paced. Because students may progress through coursework at different rates, there is no required minimum number of grades that must be recorded within a six-week grading period.

Course credit shall be based on student mastery of the curriculum. Assignments, assessments, projects, course activities, and other instructional measures shall be designed so that student performance demonstrates mastery of the designated course standards.

All graded assignments and assessments within a CTIA course will be weighted equally within a single 100 percent grading category. Separate formative and summative category weights will not be used unless otherwise required by an AP, Dual Credit, or other externally governed course syllabus.

Learning Management System and Grade Reporting

Agilix Buzz is the official Learning Management System (LMS) used for CTIA coursework. Student assignments, course progress, and daily grades will be maintained and reported through Agilix Buzz.

Parents/guardians may request an Observer account in Agilix Buzz to monitor their student's daily assignments, course progress, and grades.

Daily assignment grades will not be reported in Skyward. Only official progress report grades and report card grades will be entered into Skyward in accordance with the district grading calendar. The student's current course performance in Agilix Buzz will be used to determine the grade reported at each official reporting period.

Students, parents/guardians, Learning Coaches, and teachers are expected to monitor student progress regularly throughout each grading period.

Redo Opportunities

Students shall be provided a reasonable opportunity to redo an assignment or assessment for which a failing grade is received. A redo may be requested by the student or parent/guardian.

2026-2027 CCISD Student Handbook

Prior to a redo being granted, the instructor may require the student to participate in a virtual conference, tutorial, reteach session, or other instructional intervention to address the standards or skills not yet mastered. The purpose of the redo is to provide the student an additional opportunity to demonstrate mastery of the required course standards.

When a student completes an approved redo opportunity, the better of the two grades shall be recorded.

Mastery-Based Credit

CTIA serves a nontraditional student population and may utilize flexible or modified methodologies for determining student mastery and awarding course credit, consistent with district policy and applicable state requirements.

Course credit may be awarded when a student demonstrates sufficient mastery of the required course standards. Evidence of mastery may include, but is not limited to:

- End-of-Course (EOC) assessments;
- unit or course assessments;
- universal screeners;
- SAT assessments;
- Texas Success Initiative (TSI) assessments; and
- other district-approved assessments or measures of student mastery.

Multiple sources of academic evidence may be considered when determining whether a student has demonstrated sufficient understanding of the required curriculum. The purpose of this flexibility is to appropriately serve nontraditional and at-risk students while maintaining the expectation that course credit is based upon demonstrated mastery.

Advanced, Honors, and Dual Credit Coursework

Students attending CTIA may earn **Dual Credit, Advanced Placement (AP), and Honors credit** when enrolled in eligible courses.

AP and Dual Credit courses shall follow any grading, assessment, and course requirements established by the applicable course syllabus, College Board, college, or university. The existing district procedure similarly provides that AP and Dual Credit grading may be governed by the applicable course requirements.

GPA and Class Rank

CTIA does not calculate or report student class rank, including **Top 10% status**.

A grade point average (GPA) may be calculated and provided for a CTIA student upon request in accordance with district GPA procedures.

Because CTIA does not rank students or report Top 10% status, the campus will **not** designate a highest-ranking graduate, valedictorian, or salutatorian.

2026-2027 CCISD Student Handbook

Special Populations and Accommodations

CTIA provides services and support for students participating in special programs and populations, including students identified as:

- Emergent Bilingual (EB);
- Section 504;
- Special Education (SPED); and
- Gifted and Talented (GT).

CTIA does not offer modified coursework or modified course content. Required accommodations will be provided as documented in the student's Individualized Education Program (IEP), Section 504 Plan, or Language Proficiency Assessment Committee (LPAC) documentation, as applicable.

Accommodations may include, but are not limited to:

- oral administration;
- extended time;
- reduced answer choices;
- dictionary use;
- spelling assistance;
- calculator use; and
- other approved accommodations documented in the student's applicable plan.

Accommodations shall provide students appropriate access to the curriculum while maintaining course standards and expectations for mastery.

Learning Coach Requirement

Because CTIA is a virtual hybrid instructional program, Learning Coach support is required for all students attending CTIA. The Learning Coach is typically the student's parent or guardian and is expected to support the student in maintaining appropriate attendance, communication, academic progress, and engagement with coursework.

Students and Learning Coaches are responsible for regularly monitoring course progress and responding to communication from CTIA staff.

Technology

CCISD will provide a district device to CTIA students for use in accessing required instructional programs and coursework.

Students are expected to follow all district technology requirements and acceptable-use procedures while using district-issued equipment and accessing CTIA instructional resources.

State Assessment Requirements

CTIA students are required to participate in all applicable state assessments, including STAAR and STAAR End-of-Course assessments.

2026-2027 CCISD Student Handbook

State assessments must be completed in person at a testing site designated and approved by CCISD. Participation in CTIA's virtual or hybrid instructional model does not exempt a student from state assessment requirements.

Continued Participation in CTIA

Enrollment in CTIA requires students and families to comply with the academic, attendance, communication, assessment, Learning Coach, technology, and program requirements established by the campus and district.

Failure to comply with CTIA guidelines and program requirements may result in the student being referred to an appropriate CCISD brick-and-mortar campus for continued instruction.

Conclusion (PK-12)

Parents and teachers are encouraged to work together to help the student achieve his/her individual goals by providing instruction and support aligned with national, state, and district standards. Teachers in Copperas Cove Independent School District are expected to follow the curriculum and instructional best practices set forth by the district. Curriculum-Based Measures will be used throughout the school year to determine if teaching methodologies in the classroom are effective with students and student groups, to guide instruction, and to determine the need for staff development.