

CLIFTON GRADING GUIDELINES



Overall Expectations aligned with [Austin ISD Policy EIA](#)

- All classes must have at least one grade entered weekly and at least nine grades for each grading period regardless of the length of the grading period
- All classes will have a minimum of **one** major grade per grading period
- All students are required to take semester examinations and/or complete culminating activities in all courses
- Academic credit cannot be given for any activity that does not directly relate to the course curriculum
- If a student has a failing grade at the progress report date, teachers will communicate with caregiver/family

Gradebook Structure

Category	Weighted %	Examples
Major Grade	50%	Power Standards - standards needed to move forward in the program) • Examples of Employability Standards: Communication, Self-Advocacy, Responsibility, Accountability, Collaboration, Problem-Solving • Examples of CTE Strand Standards: knife skills, workplace safety, MIG T-weld, vital signs, event layout May be assessed through summative skills or unit assessments, work-based learning observations over time, capstone projects, etc.
Quizzes	25%	Formative Assessments Skills Checks Individual or Group Projects (over more than one period)
Daily	25%	Daily Participation in Work-Based Learning or Internship Class Discussions Content Exploration

*Final Exams are worth 20% of the Semester Average

Grades Based on Mastery

Standards Based Grading (SBG) is a philosophy that student grades should reflect skills. It is a system where progress can be measured per standard and allows room for growth.

The following rubric will be used for all major grades based on mastery of the TEKS Power Standards. Any major grade/final exam that has a grade lower than 50 will require conversation with an administrator.

Mastery 95-100	Proficiency 85-94	Basic 75-84	Developing 65-74	Insufficient Evidence 50
Student can teach and/or evaluate standard	Student demonstrates standard independently	Student demonstrates standard with minimal support OR Student demonstrates most components of standard	Student demonstrates standard with moderate support (70-74) Student has attempted the standard (65-69)	Student showed minimal effort and did not respond to feedback/support

Understanding Grading Codes

Pending (PND) <i>*no impact on average</i>	Student is actively working on assignment or assignment has been turned in but not graded. Any "PND" assignment that has not been completed by the end of the grading period will be changed to "MSG" at that time unless there are extenuating circumstances approved by an administrator.
Excused (EXC) <i>*no impact on average</i>	Student has a documented excused absence and may be excused from certain daily grades based on teacher discretion. This may include work-based learning/internship grades or prioritizing some assignments over others during a prolonged absence.
Missing (MSG) <i>*counts as 0 in the average</i>	Student was absent for the day of the assignment and has not completed the assignment MSG can be changed if an absence is updated at a later date or if the student turns in the assignment (see <i>below</i>).
Zero (0)	Student had the opportunity to complete the assignment and chose not to.

Makeup Work

It is the student's responsibility to follow-up about missing assignments and opportunities for makeup work regardless of absence reason.

Daily Grades based on Classroom Assignment/Task and Quiz Grades

Documented EXC Absence

- Student has the opportunity to make up the grade for full credit within a timeframe assigned by the teacher. In some instances, the grade may be excused (*see above under "EXC"*).
- Teachers will check attendance codes for EXC absence at the time they enter a grade. If attendance is excused at a later date, it is the responsibility of the student to notify the teacher.
- If a student has more than 4 absences coded ILP (Illness with a Parent Note) in a semester, additional administrator follow-up/approval is required to make up assignments for full credit.
- Grades missed due to disciplinary action that prevents students from attending their Clifton class (e.g., ISS, HSS, DAEP) will follow make-up procedures for EXC absences. If the disciplinary action is given because a student is intentionally skipping their Clifton class, their absence will be considered UNX.

UNX Absence

- Grade will be entered as MSG
- Student has the opportunity to make up the grade to a maximum score of 70

Past the 9-Week Grading Period

- Standard policy is that Daily and Quiz Grades cannot be made up after the end of the 9-Week Grading Period
- Exceptions may be made with administrator approval if extenuating circumstances exist (e.g., grades missed due to absences at the end of the grading period)

Daily Grades Based on Lab/Work-Based Learning or Internship (difficult to make up)

Documented EXC Absence

- Grade may be excused based on teacher discretion (*see above under "EXC"*)
- Standard policy is that up to one lab/work-based learning grade may be excused per 3-Week Progress Report period for absences due to UIL or other academic/extracurricular commitments. Additional excused grades will require administrator follow-up/approval.
- Students who anticipate frequent absences on internship or lab days should discuss with teachers as far in advance as possible to develop a solution.

UNX Absence

- Grade will be entered as MSG
- Limited make-up opportunities may be available (to be agreed upon by the teacher and campus administrator) to a maximum score of 70

Makeup Work, Continued

Major Grades

- Student has the opportunity to make up major grades during a grading period, regardless of the absence reason
- Major grades can be made up for full credit, unless there are limiting factors (e.g., some grades may be tied to a certain event/environment or require industry-partner support). These will be discussed on a case-by-case basis with an administrator.
- If a student can demonstrate mastery of curriculum standards that were addressed but not achieved during the previous nine-week grading period, the teacher will adjust the student's grade from that reporting period if it impacts the student's overall letter grade or credit.

Extended Time

- Students will receive extended time as outlined in their IEP, 504, or language accommodations.
- If extended time does not fit the nature of a lab or work-based learning activity, teacher will work with the student to develop an alternate solution (e.g., reduced task, chunked assignment, etc.) and communicate with family.
- If a specific length of time is not identified in a student's accommodation paperwork, teacher and administrator will make best efforts to clarify with the home campus staff. If they do not receive clarification, Clifton staff will determine extended time based on student data and communicate with student and family.
- When additional or adjusted accommodations are needed to fit the CTE setting, teacher will advocate for those changes with home campus staff.