

**BISD Grading Procedures Manual**  
**2018-2019**



# **BISD Grading Procedures Manual**

## **PURPOSE**

The procedures included in the BISD Grading Procedures Manual are in accordance with best practice, EIA (LEGAL and LOCAL), and the Texas Education Code 28.0216. This manual will promote consistency in grading practice and provide assistance to the BISD instructional staff. This manual provides:

1. A tool that will provide consistency among teachers, disciplines, and campuses as students progress through the BISD educational program.
2. A reference that will give teachers, parents, and students a better understanding of grading, assessment, reporting, and promotion.
3. A description of the district's grading system and philosophy.

*Updated 8-1-18*

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# **BISD Grading Procedures Manual**

## ***BISD Curriculum and Instruction K-12 General Information***

### **Curriculum Mission and Goals**

Brownsboro Independent School District provides a comprehensive educational program offering a wide range of academic and elective courses pre-kindergarten through high school. Brownsboro ISD is committed to coordinating the written, taught, and tested curriculum. In order to meet district goals and objectives, the curriculum and instructional programs are aligned with the state mandated curriculum and with the state mandated TAKS and STAAR assessments.

### **Scope and Sequence of Instruction**

All teachers will follow the curriculum framework prescribed by the Texas Education Agency which is broken down into the Texas Essential Knowledge and Skills (TEKS). Core subject area teachers will follow the scope and sequence of the TEKS Resource System (TRS) curriculum which includes the Vertical Alignment Document (VAD), the Year at a Glance Document (YAG), the TEKS Verification Document, and the Instructional Focus Document (IFD). These four documents will ensure that all core subject area curriculums are vertically and horizontally aligned and aligned to the state standards. The scope and sequence of objectives within the TRS framework reflect the state required standards, the TEKS, and cannot be waived, altered, or portions eliminated. Campuses or departments desiring to alter the sequence of the TRS curriculum must consult with and present the desired alteration in writing to the Executive Director of Curriculum and Instruction prior to seeking approval of the Campus Educational Improvement Committee (CEIC) and the District Educational Improvement Committee (DEIC).

### **Academic Achievement: Retention and Promotion (EIE LEGAL and LOCAL)**

#### **Curriculum for Mastery**

Mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be unit or nine week exams. Mastery of at least 70 percent of the objectives shall be required.

#### **Official Grade Reports**

##### **Progress Reports (Policy EIA LOCAL)**

The purpose of the progress report is to inform students, parents/guardians, and campus administrators regarding progress in a subject, in conduct, or in both. The progress report reflects both satisfactory and unsatisfactory student progress.

1. All elementary and secondary students will receive a progress report at the end of the third and sixth week of a nine week period.
2. It is the student's responsibility to deliver the progress report to the parent/guardian.
3. The progress report for an elementary student (K-6) is to be signed by the parent and returned to the teacher/school. The progress report for a secondary student (7-12) does not have to be signed by the parent or returned to the teacher/school.
4. It is imperative that parents be contacted at any time the student is in danger of failing or if there is a significant

decrease in grades. It is strongly suggested that parents/guardians be contacted at a time it becomes apparent that failure is probable or if a student's grade decreases by 10 or more percentage points.

5. If a student's grade falls below 70 after the sixth week of a nine week grading period, the teacher will contact the parent/guardian by phone or in writing. Teachers should maintain a telephone and/or an electronic log of contacts and attempted contacts with parents/guardians.

### **Report Cards (Policy EIA LOCAL)**

The report card is a communication tool for parents/guardians and students. Report cards provide information regarding academic progress, student conduct, and absences.

1. Report cards are generated in a hard copy format in Pre-Kindergarten and Kindergarten and electronically generated in grades 1 -12.
2. Report cards are issued once at the conclusion of each nine week grading period.
3. It is the student's responsibility to deliver the report card to the parent/guardian (secondary report cards are mailed for the fourth nine weeks).
4. New students to the district with less than 10 days in the reporting period may not receive a report card until the next reporting period.

### **New Student Transfer Grades**

When students transfer into the district during a grading period, the grades received from the sending school for the same or similar course will be averaged with the current course grades to compute the report card grade. Letter grades will be converted as follows:

Letter Grade	Numeric Grade
A+	98
A	95
A-	91
B+	88
B	85
B-	81
C+	78
C	75
C-	71
D	65
F	60

### **Online Records – Electronic Gradebook**

1. Parents/guardians of students grades 1 – 12 may also access student progress information online through Family Access on the Brownsboro ISD website.
2. The Family Access displays progress report averages as well as report card averages and individual assignment grades in the teacher gradebook (if applicable).
3. Parents/guardians should contact the school regarding access information.

## Academic Grading Scales

### **Pre-Kindergarten and Kindergarten**

The Pre-Kindergarten and Kindergarten report card is designed to assist teachers in evaluating the ongoing growth and development of students.

**The following symbols are used to indicate a student's progress in all reported areas:**

- + Mastered
- Not Mastered

### **Grades 1 – 12**

The district will report nine week averages to parents/guardians as numerical scores.

**The following table relates the numerical scores and letter grades used to report student progress:**

<b>Numerical Average</b>	<b>Letter Grade</b>	<b>Description</b>
90-100	<b>A</b>	Excellent Progress
80-89	<b>B</b>	Good Progress
70-79	<b>C</b>	Fair Progress
69 and below	<b>F</b>	Failing

**For Seniors Only:** The symbols W/P (withdrew passing) and W/F (withdrew failing) are used for students who withdraw from a class after the date for which a student may receive credit per FEC (LEGAL). Grades recorded as W/P and W/F are included in the calculation of the GPA/ however, no credit is awarded. No grade points (0) are awarded for the W/P or W/F grade (i.e., averages as a "0").

### **Conduct Grading Scale (K-12)**

Student conduct is assessed by each teacher. The conduct grade indicates how well the student is performing in classroom citizenship. Conduct marks may affect eligibility for participation in school activities, and poor conduct interferes with a student's ability to learn in class. The following letter system is used to report a student's conduct.

<b>Mark</b>	<b>Assessment</b>	<b>Description</b>
<b>E</b>	Excellent	The student displays an excellent attitude, exhibits excellent work habits and overall conduct, is cooperative, and consistently observes school rules and regulation.
<b>S</b>	Satisfactory	The student displays a good attitude, exhibits good work habits and overall conduct, is cooperative, and generally observes school rules and regulations.
<b>N</b>	Needs to Improve	The student displays a fair attitude but needs improvement in work habits and overall conduct, is at times uncooperative, disrupts class at times, and does not observe school rules and regulations.
<b>U</b>	Unsatisfactory	The student displays a poor attitude, is consistently uncooperative, disrupts the class, and shows little respect for school and classroom rules and regulations.

**BISD Curriculum-Based Assessments (Policy EK Local)**

Curriculum-Based Assessments (CBAs) are common assessments that are aligned to the curriculum. The purpose of CBA is to ensure complete alignment of the written, taught, and tested curriculum in order to drive instruction and to continuously improve the academic progress of all students. Results of CBAs are used to adjust instruction and predict student success.

Grade level departments of teachers will develop CBAs at the end of each nine week period using a TEKS-aligned bank of items. The CBA will be reviewed and analyzed by the teachers and principal to ensure that the District test development criteria have been met. Types of CBAs include:

- Nine Week Test

CBAs will not contain objectives that have not yet been covered in the sequence of the curriculum. CBA scores will be recorded as a gradebook entry as indicated:

- Daily grade (Grade K-6)
- Major test grade (Grades 7-12)

**Criteria For Nine Week Curriculum-Based Assessments**

Curriculum-Based Assessments (CBAs) are administered each nine weeks. The second and fourth nine week CBAs may be replaced the semester /final exams. The chart below details the criteria comprising all CBA nine week tests.

<b>Nine Week CBA</b>	<b>Criteria</b>
1 <sup>st</sup> Nine Week CBA	Curriculum covered during the first nine week instruction period.
2 <sup>nd</sup> Nine Week CBA	Curriculum covered during the second nine week instruction period and may include curriculum covered during the first nine week instruction period  Junior High and High School have the option to administer Midterm exams during the 2 <sup>nd</sup> 9 weeks
3 <sup>rd</sup> Nine Week CBA	Curriculum covered during third nine week instruction period and may include curriculum covered during the first and second nine week instruction period. A Benchmark exam may also be given in tested subjects in place of a CBA.  High School: Benchmark/MOC for tested areas and CBAs for all other areas
4 <sup>th</sup> Nine Week CBA	Curriculum covered during the fourth nine week instruction period and may include curriculum covered during the first, second, and third nine week instruction period. The STAAR/EOC may be given in some classes in place of a CBA.  High school: EOC/AP exam for tested areas, Final Exam in all areas (with exemptions possible)

## **Benchmark Tests**

A benchmark test is an assessment designed to determine if students have mastered the state assessment objectives. In addition to CBAs, one benchmark test per tested subject may be given in the form of a STAAR released test to allow students more practice and teachers an opportunity to assess students. The results from these tests will allow teachers to adjust instruction and identify and remediate struggling students.

The benchmark may contain objectives that have not been covered in the sequence of the curriculum. If a grade is given on the benchmark test, items not addressed in the scope and sequence of the curriculum should be removed when calculating the student's grade.

## **Access to Student Tests**

All tests shall be graded and the grades posted to the electronic gradebook within five (5) school days of the date except when extenuating circumstance occur (extensive essay and writing component assessments). All tests will be reviewed in class and an analysis or copy of the test shall be returned to the students in class for review. However, the test will remain secure on campus.

## **Academic Dishonesty**

### **Academic Dishonesty as defined in the Brownsboro ISD Policy (EIA LOCAL):**

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination while either student is still in possession of an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

### **Behaviors defined as cheating:**

- Giving or receiving information, looking on someone else's work, or allowing someone else to see one's work during an exam, test, or quiz.
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key.
- Use of unauthorized resources such as notes during an exam.
- Taking an exam, producing a project, paper or assignment for an individual.
- Copying work assigned to be done independently or letting others copy one's work.

### **Behaviors defined as plagiarism:**

- Any misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, and other similar works.

According to plagiarism.org, to "plagiarize" means:

- *to steal and pass off (the ideas or words of another) as one's own.*
- *to use (another's production) without crediting the source.*
- *to commit literary theft*
- *to present as new and original an idea or product derived from an existing source.*



*The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).*

*All of the following are considered plagiarism:*

- *turning in someone else's work as your own*
- *copying the words or ideas from someone else without giving credit*
- *failing to put a quotation in quotation marks*
- *giving incorrect information about the source of a quotation*
- *changing words but copying the sentence structure of a source without giving credit*
- *copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not*

*(Taken directly from [http://www.plagiarism.org/plag\\_article\\_what\\_is\\_plagiarism.html](http://www.plagiarism.org/plag_article_what_is_plagiarism.html))*

## **Common Concepts and Explanations**

### **Return of Assignments/Graded Work**

Feedback on assignments and assessments is a best practice and an important teaching tool that should be utilized in every classroom. Students shall have the opportunity to review all graded work. Daily work should be returned within five scheduled class days. Larger projects should be reviewed and returned on a timely basis (within one week if feasible). This will allow the student to identify any areas of weakness and arrange for tutorials or extra study sessions.

### **Required Tutorials**

The purpose of a tutorial session is to provide one-on-one instruction to assist students who have not mastered the TEKS currently being taught. Tutorials also serve as an instructional reinforcement for students needing assistance. All BISD students are welcomed and encouraged to attend tutorial sessions. However, students who have not mastered the TEKS (or are currently failing) should be given priority during scheduled tutorial times.

1. Teachers must offer a minimum of two (2) tutorial sessions per week for the purpose of providing assistance to students. This includes students who are not mastering the state-mandated TEKS.
2. Day and time of scheduled tutorials will be set by each campus. Some campuses may also have mandatory tutorials within the school day.
3. Parents of elementary students will be notified and records maintained by teachers that a student attended the required tutorial instruction.
4. For secondary students, attendance at tutorials is voluntary and is not limited to those students having academic difficulty.
5. Teachers must be available to students during scheduled tutorial time.
6. The teacher will keep a log of students attending tutorials.

### **Lesson Plans**

All BISD teachers are required to prepare weekly lesson plans to assist with planning and instruction. The purpose of the lesson plan is to provide a document outlining daily objectives and activities for instruction. Lesson plans will include the TEKS, teaching points, student outcomes, instructional activities, resources/materials, and other appropriate information. Teachers will turn lesson plans into their building principal or designee at a time to be determined by the principal.

## **Major Grades**

### **Tests**

Major tests and examinations are culminating assessments, which give information on students' mastery of content, knowledge, or skills. Tests serve to evaluate mastery of the TEKS, concepts, understandings, and provide opportunities to apply and demonstrate identified knowledge or skills.

1. Tests are assessments and designed to measure a student's successful attainment of the TEKS as expressed in the BISD curriculum of TEKS Resource System.
2. Major tests are unit, concept, or cumulative (weekly, three, six, or nine weeks) assessments. CBAs are not considered major tests in grade K-6.
3. Major tests must be scheduled and announced in advance.

### **Secondary major tests are intended to take more than half of the class period to complete. (Nine Week Tests and/or Assessments).**

1. Nine week tests are administered in core content classes. These assessments are developed by grade level departments of teachers.
2. Nine week tests are administered in all non-core content classes.
3. Nine week tests may not be substituted with previous assignments or an average of past performance assessments.

### **Alternative Assessments**

1. Alternative assessments will reflect real-world tasks and relate to instructional objectives.
2. This type of assessment often requires analyzing a task, developing a plan of action, gathering information, selecting the relevant information, and presenting appropriate information.
3. The method of presentation/product should be designed by the teacher based on the subject area and content objectives.
4. Alternative assessments may be substituted for major tests.
5. Teachers will provide students with a rubric for long-term projects/alternative assessments.

### **Special Projects/Term Papers**

1. Term papers or projects are lengthy class work or homework assignments that may take up to several weeks for a student or group of students to complete.
2. Teachers may assign term papers or projects to an individual or to a group of students as determined by the teacher.
3. A rubric must be provided to the student prior to beginning the project/paper.
4. Term papers or projects assigned over a lengthy period will be subject to the BISD late policy.

### **Compositions**

In writing, compositions are formal writing assignments. Compositions often take a longer time to complete and are graded for many different components. The evaluation of the writing process is the major determinant of the average.

## **Types of Assignments as Daily Grades**

### **Daily Work**

Daily work or class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There could be occasions where class work becomes homework. Participation grades shall be limited to one per nine weeks in each subject/course.

### **Homework**

Homework and classwork provide additional opportunities for students to apply knowledge, skills, and processes from previous learning and to demonstrate understanding. Homework and class work should be considered extended learning opportunities for students to show mastery of concepts taught. Homework and classwork should never be assigned as punishment.

Homework is work that is assigned to be completed at home and is an extension of the assignment or concepts that were covered through guided practice in class. No new concepts should be included in homework, except to determine prior knowledge and should be evaluated on effort only. The purpose and directions for the assignments need to be clearly communicated and should be preceded by instruction that adequately prepares the child to complete the task independently and successfully.

### **Grading Homework**

1. Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedures, content, and/or correct answers is appropriate. Most of the time a quick check for completion and understanding is sufficient to determine comprehension of the homework material.
2. Graded assignments should be returned to the student within two to four days.
3. Peer grading is allowable.
4. Homework may be assigned not to exceed on average:

Kindergarten	15 Minutes
Grades 1 & 2	20 Minutes
Grades 3	30 Minutes
Grades 4-6	40 Minutes
Grades 7-12	estimated time is determined by departments and administration.

Because students work at different paces, it may take some students more or less time to complete assignments. Teachers must use discretion about the amount of work given so that homework does not consistently exceed these time limits.

### **Grades K-3 – Homework Guidelines**

- Homework should be a review or reinforcement of skills already covered in the classroom. It should not be new information for the student.
- Each student is expected to read, or be read to, at least 20 minutes each school night in addition to assigned homework.
- Homework may be counted as a Work/Study Habits grade.
- No more than one homework grade per three weeks may be recorded in the gradebook as a daily grade.

### **Grades 4-6 – Homework Guidelines**

- Grades reported as homework grades are constituted of work assigned to be completed at home.

- Homework should be a review or reinforcement of skills already covered in the classroom. It should not be new information for the student.
- Students are expected to complete all homework assignments.
- Each student is expected to read, or be read to, at least 20 minutes each school night in addition to assigned homework.
- The total homework should never exceed one hour.
- If two or more teachers are working with a student, the homework should be coordinated to adhere to the one-hour time frame limit.
- No more than one homework grade per three weeks may be recorded in the gradebook as a daily grade.

### **Grades 7-12 – Homework Guidelines**

- Grades reported as homework grades are constituted of work assigned to be completed at home.
- Homework should be a review or reinforcement of skills already covered in the classroom. It should not be new information for the student.
- Students are expected to complete all homework assignments.

### **Quizzes**

Quizzes are short assessments intended to take no more than 20 minutes to complete and designed to evaluate a student’s level of understanding and progress towards instructional objectives. Quizzes do not have to be scheduled in advance, and students may not be notified of a quiz prior to the class period in which it is administered.

### **Extra Credit Points**

Teachers may assign extra points to any assignment. However, no “additional” assignments are given solely as extra credit. The instructional process in BISD stresses multiple opportunities for student success.

1. All extra credit is to be academic.
2. The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.
3. Extra credit may be offered at the discretion of the teacher.
4. If extra credit is offered, it must be offered to all students in the class.
5. Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
6. Extra credit awarded will not account for more than 5% of the nine week average.

# Elementary (K-3) Grading and Reporting Procedures

## Calculation of Nine Week Averages

### **Weight of Grades (Grade K)**

Grades are not weighted. Daily grades count as one grade, and test grades count as one grade.

### **Weight of Grades (Grades 1-3)**

All numeric averages reported on progress reports and report cards will be determined using a percentage grading system. The following percentages and assignment types will be used:

Daily Grades	75%
Major/Assessments	25%

### **Maximum Weight of a Grade**

When calculating a nine week average, no single assignment/assessment grade may count more than 20% of the total average regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on progress reports or report cards may not exceed 100%.

### **Minimum Number of Grades**

1. Teachers are encouraged to provide a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.
2. Each grading period will have a minimum of 12 total grades. At least 3 of the 12 grades must be major grades.

### **Assignment Format**

Teachers may not deduct points for an incomplete heading.

### **Transfer Grades**

Students new to the District or who enroll in a school after the start of a grading period shall be treated fairly in awarding grades. Grades shall be computed using a combination of grades from the former school and grades earned for the time the student has been enrolled in the new school. A letter grade to numeric grade conversion chart can be viewed on page 5.

## Calculation of Semester Average

All elementary courses will be calculated and reported in a semester average format. Calculated averages reported on progress report cards may not exceed 100%. Grades recorded in a gradebook represent confidential record for assessment of student progress.

### **Elementary School Credit Courses**

1 <sup>st</sup> Nine Week Average	25%	3 <sup>rd</sup> Nine Week Average	25%
2 <sup>nd</sup> Nine Week Average	25%	4 <sup>th</sup> Nine Week Average	25%
1 <sup>st</sup> Semester Average	50%	2 <sup>nd</sup> Semester Average	50%
Yearly Average = (1 <sup>st</sup> Semester Average + 2 <sup>nd</sup> Semester Average) / 2			

## **Reteach and Reassess for Mastery**

### **Mastery of Texas Essential Knowledge and Skills**

Brownsboro Independent School District has provided a well-balanced curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum, TEKS Resource System, and the state standards. BISD will utilize ongoing mastery assessment to determine which students are in need of remediation (reteaching and acceleration). The use of nine week curriculum-based assessments (CBAs), teacher-made tests, performance assessment, formative assessment, and teacher observations will help determine which students are not mastering instructional objectives.

1. Teachers will monitor and identify students who need reteaching.
2. Teachers will provide reteaching as necessary.
3. Students will be reevaluated after reteaching has occurred. Reevaluation may include, but is not limited to, oral examination, special assignments, or a formal test.
4. Reteaching and reassessment opportunities will only be provided during the school day.
5. **A grade of 70 shall be the highest grade recorded on reevaluation** to designate the student's mastery of the TEKS. Example: If the reassessment grade is 95 out of 100, a grade of 70 would be recorded. If the first assessment and the reassessment are both below 70, the higher of the two grades will be recorded.

### **Intervention**

Intervention is an integral part of the elementary instructional program and is an ongoing process. Frequent evaluation, both formal and informal, will determine the need for intervention.

- Provides frequent reinforcement and review so that a student does not “get too far behind”
- Occurs at the time the need is identified
- Allows the student to progress systematically through content without experiencing extended, frustrating period of non-achievement
- Offers a variation in instructional approach – uses other techniques, strategies, materials, opportunities for review and practice
- Includes, but is not limited to, targeted small-group instruction and tutorials

### **Late Work**

Students are given opportunities to complete and turn in their work. Any work not turned in by the end of the four day grading period will be recorded as a zero. The calculations in the “Example(s)” column below are figured from a hypothetical earned grade of 100. An earned grade is the actual grade a student earns on the assignment before the late work penalty is deducted.

<b>Class Days Late</b>	<b>Percent of Grade Received by Student</b>	<b>Example(s)</b>
1 Day	90%	Earned grade of 100 records as 90 (100x.10 = 10 points off)
2 Days	80%	Earned grade of 100 records as 80 (100x.20 = 20 points off)
3 Days	70%	Earned grade of 100 records as 70 (100x.30 = 30 points off)
4 Days	50%	Earned grade of 100 records as 50 (100 x.50 = 50 points off)
5 Days	0%	Teacher records a grade of zero

\*Class days constitute any day school is in session.

## **Makeup Work**

In order to provide the total assessment profile of a student's academic progress for a course, any student missing classroom instruction should be given the opportunity to make up the missing work. This will ensure instructional continuity and place importance upon consistent attendance and daily study.

### **Makeup Work Guidelines**

1. Makeup work is available to all students. Students are responsible for asking teachers for makeup work upon returning to class. Students shall receive credit for satisfactory makeup work after an absence, but may receive a zero for any test not made up within the allotted time. Any assignment not turned in within the allotted time falls with the late work restrictions.
2. Exceptions may be granted by the Administration in extenuating circumstances.
3. The number of classes allowed for makeup work to be completed for full credit will be equal to the number of times a class was missed.
4. A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
5. Makeup work, including tests, may be of an altered version. Teacher may assign alternate work to assure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine makeup work.

# Intermediate (4-6) Grading and Reporting Procedures

## Calculation of Nine Week Averages

### **Weight of Grades (Grades 4-6)**

All numeric averages reported on progress reports and report cards will be determined using a percentage grading system. The following percentages and assignment types will be used:

Daily Grades	60%
Major/Assessments	40%

### **Maximum Weight of a Grade**

When calculating a nine week average, no single assignment/assessment grade may count more than 20% of the total average regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on progress reports or report cards may not exceed 100%.

### **Minimum Number of Grades**

1. Teachers are encouraged to provide a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.
2. Each grading period will have a minimum of 12 total grades. At least 3 of the 12 grades must be major grades.

### **Assignment Format**

Teachers may not deduct points for an incomplete heading.

### **Transfer Grades**

Students new to the district or who enroll in a school after the start of a grading period shall be treated fairly in awarding grades. Grades shall be computed using a combination of grades from the former school and grades earned for the time the student has been enrolled in the new school. A letter grade to numeric grade conversion chart can be viewed on page 5.

### **Course Level Change Procedures**

To continue participation in Pre-AP courses, students must keep the following standards:

If a student's average falls below 70 at the end of any grade-reporting period, the student will be placed on probation and a student-parent-teacher conference will be held to develop an Individual Academic Intervention Plan for the success of the student. The plan will be reviewed 3 weeks into the probation period, and progress will be documented at the next grade-reporting period. If the student's average remains below 70 for two consecutive 3 week periods, a conference will be held with an administrator, counselor, teacher, student, and parent to determine if any additional interventions will enable the student to succeed.

## Calculation of Semester Average

All intermediate courses will be calculated and reported in a semester average format. Calculated averages reported on progress report cards may not exceed 100%. Grades recorded in a gradebook represent confidential record for assessment of student progress.



## Intermediate School Credit Courses

1 <sup>st</sup> Nine Week Average	25%	3 <sup>rd</sup> Nine Week Average	25%
2 <sup>nd</sup> Nine Week Average	25%	4 <sup>th</sup> Nine Week Average	25%
1 <sup>st</sup> Semester Average	50%	2 <sup>nd</sup> Semester Average	50%
Yearly Average = (1 <sup>st</sup> Semester Average + 2 <sup>nd</sup> Semester Average) / 2			

### ***Reteach and Reassess for Mastery***

#### **Mastery of Texas Essential Knowledge and Skills**

Brownsboro Independent School District has provided a well-balanced curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum, the TEKS Resource System, and the state standards. BISD will utilize ongoing mastery assessment to determine which students are in need of remediation (reteaching and acceleration). The use of curriculum-based nine week assessments (CBAs), benchmark tests, teacher-made tests, performance assessment, formative assessment, and teacher observations will help determine which students are not mastering instructional objectives.

#### **Required Reteach**

1. If 25% or more of the students in a single preparation per teacher do not demonstrate mastery of the TEKS on a classroom test/assessment, the teacher will provide the opportunity for reteaching and retesting. These opportunities will be provided during class time using different methods of instruction.
2. Students with three or more zeros on assignments over the assessed material may be excluded from the calculation of the 25%. Extenuating circumstances may be taken into consideration.
  - Teachers will monitor and identify students who need reteaching.
  - Teachers will provide reteaching as necessary.
  - Students will be reevaluated after reteaching has occurred. Reevaluation may include, but is not limited to, oral examination, special assignments, or a formal test.
  - Reteaching and reassessment opportunities will only be provided during the school day.
  - A grade of 70 shall be the highest grade recorded on reevaluation to designate the student's mastery of the TEKS. Example: If the reassessment grade is 95 out of 100, a grade of 70 would be recorded. If the first assessment and the reassessment are both below 70, the higher of the two grades will be recorded.

#### **Intervention**

Intervention is an integral part of the intermediate instructional program and is an ongoing process. Frequent evaluation, both formal and informal, will determine the need for intervention.

- Provides frequent reinforcement and review so that a student does not "get too far behind"
- Occurs at the time the need is identified
- Allows the student to progress systematically through content without experiencing extended, frustrating period of non-achievement
- Offers a variation in instructional approach – uses other techniques, strategies, materials, opportunities for review and practice
- Includes, but is not limited to, targeted small-group instruction and tutorials

### **Late Work**

Students are given opportunities to complete and turn in their work. Any work not turned in by the end of the four day grading period will be recorded as a zero. The calculations in the “Example(s)” column below are figured from a hypothetical earned grade of 100. An earned grade is the actual grade a student earns on the assignment before the late work penalty is deducted.

<b>Class Days Late</b>	<b>Percent of Grade Received by Student</b>	<b>Example(s)</b>
1 Day	90%	Earned grade of 100 records as 90 (100 x .10 = 10 points off)
2 Days	80%	Earned grade of 100 records as 80 (100 x .20 = 20 points off)
3 Days	70%	Earned grade of 100 records as 70 (100 x .30 = 30 points off)
4 Days	50%	Earned grade of 100 records as 50 (100 x .50 = 50 points off)
5 Days	0%	Teacher records a grade of zero

\*Class days constitute any day school is in session.

### **Makeup Work**

In order to provide the total assessment profile of a student’s academic progress for a course, any student missing classroom instruction should be given the opportunity to make up the missing work. This will ensure instructional continuity and place importance upon consistent attendance and daily study.

#### **Makeup Work Guidelines**

1. Makeup work is available to all students. Students are responsible for asking teachers for makeup work upon returning to class. Students shall receive credit for satisfactory makeup work after an absence, but may receive a zero for any test not made up within the allotted time. Any assignment not turned in within the allotted time falls with the late work restrictions.
2. Exceptions may be granted by the Administration in extenuating circumstances.
3. The number of classes allowed for makeup work to be completed for full credit will be equal to the number of times a class was missed.
4. A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
5. Makeup work, including tests, may be of an altered version. Teacher may assign alternate work to assure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine makeup work.

# Secondary (7-12) Grading and Reporting Procedures

## Calculation of Nine Week Averages

### **Weight of Grades**

All nine week averages shall be calculated on a percentage system for each type (category) of assignment. The following percentages and assignment types will be used:

<u>Regular Courses</u>		<u>Pre-AP and AP Courses</u>	
Daily Grades	60%	Daily Grades	40%
Major/Assessments	40%	Major/Assessments	60%

### **Extra Credit**

Extra Credit will not comprise more than 5% of the total nine week grade and is offered at the discretion of the teacher. Please view the BISD Extra Credit Policy on page 12.

Grades shall not be increased or reduced for participation or lack of participation in any extracurricular activity. Teachers, coaches, directors, and sponsors should refer to Texas Education Code § 76.1 for definition of extracurricular activities. Sponsors of extracurricular clubs and groups are responsible for ensuring that participating students are eligible through confirmation of the campus individual who is designated and the keeper of the grades.

### **Minimum Number of Grades**

1. Teachers are encouraged to provide a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.
2. Each grading period will have a minimum of 12 total grades. At least 3 of the 12 grades must be major grades (this includes the nine week CBA).

### **Assignment Format**

Teachers may not deduct points for an incomplete heading.

### **Withdrawing From Dual Credit**

If a student withdraws from a Dual Credit course, the student will not receive a grade for the course and will be required to either retake the dual credit course or an equivalent high school course to receive credit.

### **Incomplete Grades**

A student receiving an incomplete and/or a zero for a missed nine week exam has five (5) class days following the report card being issued to convert the incomplete grade to an earned grade. In unusual cases, where the student has missed a large quantity of work, the time may be extended. In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work (UIL requirement).

### **Transfer Students Who Have Not Been Previously Enrolled in a School for the Current School Year**

Students will be assessed for their demonstration of mastery of course content utilizing district/campus developed assessments which cover previously taught content. Teachers may assign additional assignments that are relevant in preparing students for the assessment.

### **Schedule Changes**

Schedule changes will only be considered during the first 10 school days for the following reasons:

1. Student is a senior not scheduled in a course needed for graduation.
2. A student has already earned credit for a course for which he/she is currently scheduled.
3. Student does not have the prerequisite(s) for a class listed on his/her schedule.
4. Student has been dismissed from a program where approval must be granted for placement.
5. Student has previously failed this course with the same teacher.
6. Student does not have a full schedule.
7. Data entry error (no lunch, class listed twice, free period, etc.) has occurred.
8. A class is listed that the student did not request.

### **Course Level Change Procedures**

To continue participation in Pre-AP courses, students must keep the following standards:

If a student's average falls below 70 at the end of any grade-reporting period, the student will be placed on probation and a student-parent-teacher conference will be held to develop an Individual Academic Intervention Plan for the success of the student. The plan will be reviewed 3 weeks into the probation period, and progress will be documented at the next grade-reporting period. If the student's average remains below 70 for two consecutive 3 week periods, a conference will be held with an administrator, counselor, teacher, student, and parent to determine if any additional interventions will enable the student to succeed or if it is appropriate for the student to be exited from the Pre-AP course. Ultimately, the final decision regarding a student remaining or exiting Pre-AP program will be determined at the discretion of the campus principal.

### **Calculation of Semester Average**

All secondary courses will be calculated and reported in a semester average format. Calculated averages reported on progress report cards may not exceed 100%. Grades recorded in a gradebook represent confidential record for assessment of student progress.

### **Junior High and High School Credit Courses**

1 <sup>st</sup> Nine Week Average	25%	3 <sup>rd</sup> Nine Week Average	25%
2 <sup>nd</sup> Nine Week Average	25%	4 <sup>th</sup> Nine Week Average	25%
1 <sup>st</sup> Semester Average	50%	2 <sup>nd</sup> Semester Average	50%
Yearly Average = (1 <sup>st</sup> Semester Average + 2 <sup>nd</sup> Semester Average) / 2			

### **Reteach and Retest/Reassess for Mastery**

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acceleration. The use of curriculum-based nine week assessments, teacher-developed tests, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

**Required Reteach**

1. If 25% (50% for Pre-AP and AP courses) or more of the students in a single preparation per teacher do not demonstrate mastery of the TEKS on a classroom test/assessment, the teacher will provide the opportunity for reteaching and retesting. This does not apply to daily work/assignments. These opportunities will be provided during class time using different methods of instruction. Reevaluation may include, but is not limited to, oral examination, special assignments, or a formal test.

**Required Retest/Reassess for Mastery**

1. The students who do not demonstrate mastery are re-evaluated after they are retaught or after different activities are provided. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections, or a formal test.
2. A grade of 70 shall be the highest grade recorded on reevaluation to designate the student’s mastery of the TEKS.

Example: If the reassessment grade is 95 out of 100, a grade of 70 would be recorded. If the first assessment and the reassessment are both below 70, the higher of the two grades will be recorded.

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2. Exceptions may be granted by the Administration in extenuating circumstances.
3. The number of classes allowed for makeup work to be completed for full credit will be equal to the number of times a class was missed.

4. A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
5. Makeup work, including tests, may be of an altered version. Teacher may assign alternate work to assure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine makeup work.

### ***Junior High and High School Exam Exemption Criteria***

#### **Junior High and High School Exam Exemption Criteria**

All students are eligible for exemption from the final exam in each subject area during the each semester of the school year. In order to qualify for an exemption, the following conditions must be met:

1. Must have outstanding behavior as evidence by not being placed in ISS, OSS or DAEP during the spring semester.
2. Must have outstanding attendance and academic records as follows:
  - No more than 3 absences in a class with a minimum of 90 for the semester average.
  - No more than 2 absences in a class with a minimum of 80 for the semester average.
3. All students are required to attend school during the accounting period (second period) each day. Failure to do so will result in a loss of exemption privileges for any remaining examinations.
4. Students who do not meet the above criteria must take a final exam.
5. All students are eligible for exemptions at the beginning of each semester regardless of if the criteria was met in the previous semester.

Points added on to grades for the purpose of determining a student's ranking may not be included for the purpose of determining eligibility for exemption (e.g., AP Classes).

Any student that qualifies for an exemption **may choose** to take the exam in the class. The option which best helps the student's semester grade will be used by the teacher in calculating the student's grade point average.

### ***State Assessment Information***

#### **Junior High School Students Enrolled in High School EOC Tested Courses**

Junior high students enrolled in high school EOC tested courses will take the EOC and may have to take the grade level STAAR for that content area.

#### ***Transcript Recording from Non-BISD Schools (EIC LOCAL) (For Administrative Office Use Only)***

A student who transfers into the district shall receive the grades that were earned in courses at other schools. Higher-level course credits earned shall receive grade points according to the list of higher-level courses offered in the district and the grade point scale used for credit earned in the district. Students shall not receive weighted grade points for courses not available in BISD, with the exception of International Baccalaureate courses. A letter grade to numeric grade conversion chart can be viewed on page 5.