

**Bryan Collegiate High School**  
**GRADING GUIDELINES**  
**2019-2020 School Year and beyond**

According to EIA (Local), the Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

In accordance with this policy, the following guidelines have been established for Bryan Collegiate High School. Bryan Collegiate High School has developed separate grading guidelines in an effort to continue to cultivate a college going culture.

**Grades**

**Grades** are assigned as an indication of the level of academic development in an elementary, middle, or secondary school subject, course, or class.

**Terminology and Procedures**

**Daily Grades:** The purpose of daily grades is not to evaluate a student's final achievement of a topic, but to determine progress toward mastery of TEKS. These grades help determine the student's progress in the learning process, diagnose any problems, and aid in getting the help needed to learn the material. Daily grades should be based on individual student performance and not on whole class performance and behavior. Homework is an example of a daily grade and should not make up the entire category. The purpose of homework is to practice, prepare, and extend the classroom learning. Students should be able to complete homework assignments on their own or with minimal parental support. A student's economic status should not impede his or her ability to successfully complete or score well on a homework assignment. Students' daily grades shall not be penalized for disciplinary reasons.

**Major Grades:** The purpose of major grades is to evaluate student mastery of the information or skills. Major grades evaluate mastery of TEKS, concepts, understanding, and district objectives. Students' grades shall not be penalized for disciplinary reasons. In courses for high school credit, assignments and assessments taken as major grades (see examples below) should be the same by campus within a course.

The list below provides examples of typical daily and major grades. Although this list contains several examples, it should not be considered an all inclusive list. A variety of other assignments may be used in each category.

Examples of Daily Grades	Examples of Major Grades
Homework Journals Lab activities/reports Learning Centers/stations Notebooks Oral assessment Practice items Quizzes Products of the stages of writing Computer Activities (excluding diagnostic assessments/interventions) Writing Compositions	Writing Compositions Lab reports Performances Portfolio (these can be original works or works to show mastery after a reteach/reassess) Presentations Research projects Special projects with rubric Products of the stages of writing Tests/Major Quizzes District Based Assessments* Benchmark*

\*(Per Assessment plan, campuses make decisions on the use of DBA and Benchmark grades. Refer to campus testing coordinator for information.)

**Missing Assignment Grades:** Missing assignments shall be assigned the grade of 'M'. The grade of M indicates that the assignment is missing. The M grade will count as a zero in the student's average.

**Homework:** Homework is for the purposes of independent practice, extension, and enrichment of topics covered in class. 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 or created as a consequence for misbehavior. A student's lack of resources should not impede his or her ability to successfully complete or score well on a homework assignment. Teachers are expected to provide timely feedback on homework assignments. Grades should also be posted in a timely manner.

**Maximum Homework Time Allocations:** Campuses are expected to adhere to the maximum time allocations per night and ensure that homework is aligned to the level of rigor indicated by the district curriculum and the TEKS/SE.

Principals are expected to ensure that collaboration is occurring to ensure adherence to the time allocation

High School 9-12 include:

- Regular Core and Elective Classes – 30 minutes maximum per class
- Pre-AP, Honors, Dual Credit, and AP classes will require more time
- Faculty members are expected to collaborate to ensure the total time allocation is not excessive. Principals are expected to ensure that collaboration is occurring to ensure adherence to the time allocation.

**Late Assignments/Late Work:** All late assignments/work will be handled through the Intensive Care Unit and Critical Care Unit (ICU/CCU) process. Through this process, students will be able to turn in any late assignments/work for a maximum penalty given by the chart below:

9th Grade Courses	Students enrolled in freshman level courses will receive no deduction on all daily assignments turned in late and a 10% deduction for major grades that are turned in late.
10th Grade Courses	10% Maximum
11th & 12th Grade Courses	30% Maximum – three class meetings (or one week) after the original due date has passed the assignment will no longer be accepted and a zero will be assigned for a grade.

**Retest/Reassessment:** Reassessment should be offered to allow a student another chance to show mastery after he/she has failed an exam. After re-teaching occurs, the reassessment option may include a formal or informal measure deemed appropriate by the teacher/course level for evaluating the skill or concept. The teacher will make every effort to allow the student to be reassessed as soon as possible. A reassessment must be completed prior to the next exam.

Students in high school courses who score below 75 will be given an opportunity to retest in order to earn up to a 75. If the reassessment is administered, the higher grade must replace the lower one with a maximum grade of 75. Students will have only one opportunity for reassessment per failing test grade. The reassessment option is not available for semester exams or district STAAR *benchmarks*.

**Extra Credit:** Extra credit must be related to the TEKS in that subject. If Extra Credit is offered, it must be made available to all students in that course by campus. Extra Credit or grades may not be given for clerical tasks such as giving a student "100" for bringing canned goods, Kleenex, fundraising, etc. If the extra credit assignment creates a financial or transportation burden on the student, an alternative extra credit will be given.

**Edgenuity Semester Courses:**

The grade earned for a course taken for credit recovery or advancement through Edgenuity must consist of at least 70% Edgenuity course work. Assignments from outside the Edgenuity program may constitute a maximum of 30% of the course grade. The final course grade will be submitted by the Edgenuity course teacher and posted on the transcript by the campus designee.

**Make-up work for all absences:**

Students shall be expected to make up assignments and tests after absences. Within this framework, the maximum time allowed shall be determined at the discretion of the teacher according to the individual circumstances with a minimum of 1 day for each day of absence plus at least one day to complete and turn-in make up work for full credit. A penalty may be assessed for any assignments or tests not made up within the allotted time. A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. If the assignment was made prior to the absence, the teacher may require the work the day the student returns.

**School-Sponsored Activities:**

Students should make every effort to gather and complete work prior to a school-sponsored absence. Time allowed for make-up work due to a school-sponsored activity should be in accordance with the make-up work for all absences. (See section entitled: ***Make-up work for all absences***)

The district shall not impose a grade penalty for make-up work after an absence because of suspension.

**Minimum Number of Grades:**

Since Bryan Collegiate High School does not issue grades for each six-weeks grading period, guidelines for the minimum number of grades are established below. For each semester report card grading period, the **minimum** number of grades to be used in calculating the semester average for each core subject and/or course is as follows:

	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>Language Arts</b>	<b>Electives</b>
<b>Daily Grades</b>	6	6	6	6	6
<b>Major Grades</b>	6	6	6	6	6

By the end of the second six-weeks period for each semester, each teacher must have at least four daily and four major grades recorded in their electronic gradebook. Due to school holidays, testing schedules, and other special circumstances, deviations from this requirement may occur with administrative approval. Each major grade should only count once in order to avoid penalizing students unreasonably for the same assignment.

All grades taken shall be recorded in the electronic grade book for grade levels K-12 within a week of being collected. However, major projects, research papers, and similar student work may take longer than a week to grade due to the nature of the grading process.

### **Grading Scales**

Grades may be calculated on Daily and Major Grades in one of the following methods:

1. **Numerical grades:** A 100 is the highest grade that can be recorded. The lowest passing grade is 70. The grading scale is:

A = 90-100

B = 80-89

C = 70-79

F = Failing (Below 70)

2. **Transfer Grades\***

### **Grade Equivalents**

Grade equivalents: (To be used for Transfer-In Grades only)

A+ = 100	C+ = 79
A = 95	C = 77
A- = 90	C- = 75
B+ = 89	D+ = 74
B = 85	D = 72
B- = 80	D- = 70
E = 95	F = 65 (Failing 69 and Below)

S = 85	WF = 65
N = 75	WP/P= 85
U = 65	

### **Intra-District Transfers**

Students that have transferred from one Bryan ISD campus to another or have transferred from one class to another within the same campus are considered intra-district transfers. Grade information for these students will be obtained from the *Classwork* screen, located in the [Teacher Access Center \(TAC\) student drawer](#).

Teachers will use this grade information to assign the student a “walk-in-grade” for assignments prior to the student’s enrollment in the class. For intra-district transfers, Teacher Access Center has built in functionality for moving grades. Refer to the TAC help documents for instructions on how to utilize these features. In cases where this functionality is not available, the “walk-in-grade” should be entered manually for the assignments due prior to the student’s enrollment in the class.

### **Out of District Transfers**

Teachers will use grade information from the previous district, if provided, to assign the student a “walk-in-grade” for assignments prior to the student’s enrollment in the class by manually keying in the “walk-in” grade for all assignments. Teacher discretion should be used in instances where coursework grades are not received from the previous district.

\*For transfer grade situations not addressed above, questions should be directed to the campus lead counselor who will then contact the Director of Counseling Services.

### **Calculating Progress Report & Semester Averages Report card and/or progress report average:**

The District will report progress to parents as numerical scores. Numerical grades will be reported on a scale of 0 to 100 with 70 as the passing standard.

In grades 9-12, the percentages found in Appendix A apply for report card grade calculations for high school classes offered at BCHS.

## Calculating Yearly Averages

**High School Courses** The semester grade high school work for which a Carnegie Unit of credit is earned shall be calculated from the running semester grade and the final exam. The running semester grade shall count as 80 percent of the overall semester grade, and the final exam shall count as 20 percent of the overall semester grade.

Students who do not take semester examinations shall not receive course credit as a result of not completing the course requirements. If a student misses a semester exam, it shall be the teacher's responsibility to provide a copy of the exam and an answer key for the makeup test. It shall be the Principal's responsibility to establish a makeup date for the final exam.

When a student fails the first semester of a two-semester course, then semester averaging will be used. The two semesters will be added together and divided by two to obtain an averaged semester grade. Semester averaging will only be used when the student fails the first semester, passes the second semester, and the average of the two grades is 70 or above.

## End of Course Tests and Course Credit

The following scenarios will determine credit recovery for High School courses with End of Course Exams, such as English I, English II, Algebra I, Biology I, and U.S. History:

- If a student fails the course and the End of Course test, he or she will re-take the course, receive acceleration, and re-take the End of Course test.
- If a student passes the course and fails the End of Course test, he or she will receive acceleration and re-take the End of Course test.
- If a student fails the course and passes the End of Course test, he or she will be eligible for credit recovery through summer school or a lab class.

## Final Exams

Exemptions from semester exams shall be allowed in accordance with the following criteria:

A student's grade classification at the beginning of the year shall determine the number of exemptions for which the student is eligible.

If all other eligibility criteria have been satisfied, a student shall be eligible for a maximum number of semester exemptions according to the following:

- **EOC tested courses are not eligible for exemptions at the end of the fall semester.**

- **Path, College, Career (PCC) courses are not eligible for exemptions at the end of the spring semester.**

	<i>Fall Semester</i>	<i>Spring Semester</i>
Grade 9	1 (excluding EOC courses)	4 (excluding PCC courses)
Grade 10	2 (excluding EOC courses)	5 (excluding PCC courses)
Grade 11	3 (excluding EOC courses)	6 (excluding PCC courses)
Grade 12	4	8 (excluding PCC courses)

A student in grades 9–12 with three absences (excused or unexcused) during the semester must have a grade average of 90–100 in the course in order to be eligible for exemption. A student in grades 9–12 with two absences (excused or unexcused) during the semester must have a grade average of 80–89 in the course to be eligible for exemption. A student’s excused absence in grade 11 or 12 to visit an accredited institution of higher education shall not count against his or her eligibility for exemptions.

A student who has violated the Student Code of Conduct during the semester shall not be eligible to be exempt from any semester exams.

### **Graduation and End of the Year**

#### **Senior Status:**

The name of any senior who is in danger of failing a class shall be removed from the eligible graduation list during the final semester of the year. Each teacher shall be responsible for notifying the appropriate office of the need to remove a student’s name prior to the beginning of semester exams. When a student’s performance on the final exam is significantly different from his or her performance during the semester and would result in a failing average, the principal shall have the authority to require the student to retake a final exam prior to participation in graduation ceremonies.



## APPENDIX A

Course(s)	Major/Daily
AP Physics I, AP World History, AP Human Geography	80/20
PAP English I, PAP English II, English III Honors	70/30
PAP Algebra I, PAP Geometry, PAP Algebra II	70/30
PAP Biology, PAP Chemistry	70/30
PAP World Geography	70/30
Spanish I, PAP Spanish II, PAP NS Spanish I, PAP NS Spanish II	70/30
Path College Career I - IV	70/30
Technology Applications, Robotics	70/30
Reading I - III	60/40
DC Math Lab, DC Science Lab, DC History Lab	60/40
Strategic Learning for High School Mathematics	60/40
Practical Writing	60/40