

## Bryan ISD GRADING GUIDELINES

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.

### 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 where a student is in the learning process, diagnose any problems, and aid in getting the help needed to learn the material.

**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.

Examples of Daily Grades	Examples of Major Grades
Class discussion	Compositions
Homework	Lab reports
Journals	Performances
Lab activities	Portfolio
Learning Centers/stations	Presentations
Notebooks	Research projects
Oral assessment	Special projects
Practice items	Tests
Quizzes	Unit Assessments
Writing process	Writing process

**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 economic status should not impede his or her ability to successfully complete or score well on a homework assignment.

**Late Assignments/Late Work:** The Late Assignment/Late Work penalties apply only to students who are in attendance, but fail to turn work in on time. Late work penalties will be no more severe than those below:

	<b>Daily Grades</b>	<b>Major Grades/Long Range Projects</b>
PK-1	No work is considered late if submitted within a six-week grading period.	On long-range projects (such as term projects, science projects, any major project) or announced tests where the due date is established well in advance, the student may be penalized ten points on a 100-point scale, or if another scale is used, ten percent per day for each day beyond the due date. The teacher may use discretion regarding extension of the due date based on the nature of the absence or extenuating circumstances. Long-range projects shall not be accepted for credit after ten school attendance days beyond the due date.
2-5	Daily work that is one to two days late will be accepted without penalty. Daily work that is three days late will be accepted with a penalty of ten points off a 100-point scale, or if another scale is used, ten percent off for each school attendance day late.	
6-8	Daily work that is one day late will be accepted with a penalty of ten points off a 100-point scale, or if another scale is used, ten percent off. Daily work that is two to ten days late will be accepted with a penalty of ten points off a 100-point scale, or if another scale is used, ten percent off, for each school attendance day late. After ten school days, work will not be accepted.	
9-12	Daily work that is one day late will be accepted with a penalty of thirty points off a 100-point scale, or if another scale is used, thirty percent off. Daily work that is two or three days late will be accepted with a penalty of fifty points off a 100-point scale, or if another scale is used fifty percent off. After three school days, work will not be accepted.	

At all levels, the teacher may use discretion regarding the extension of the late work rule due to extenuating circumstances. Exceptions to this policy may be made for students assigned to an alternative educational setting.

**Retest/Reassessment:** Reassessment should be offered to allow a student another chance to show mastery on an exam after he/she has failed the exam. After re-teaching occurs (if needed), 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 should make every effort to allow the student to be reassessed as soon as possible. A reassessment must be completed prior to the next exam.

Only one reassessment may be taken per failing test grade. If the reassessment is administered, the higher grade must replace the lower one with a maximum grade of 80 for the elementary grade levels (K-5) and a maximum grade of 70 for secondary courses (6-12). Reassessment shall be optional on the part of the student. The reassessment option is not available for semester exams or district STAAR simulations.

**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.

**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.

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

**Minimum Number of Grades:**

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

**Grades PK-K:** Developmental Checklists will document student's current level of proficiency per six weeks.

**Grades 1-2:**

	Math	Science	Social Studies	Writing - LA	Reading
Daily Grades	7	7	7	7	7
Major Grades	3	0	0	3	3

**Grades 3-5:**

	Math	Science	Social Studies	Writing - LA	Reading
Daily Grades	10	10	10	7	7
Major Grades	3	3	3	3	3

**Grades 6-12:**

	Math	Science	Social Studies	Language Arts	Electives
Daily Grades	10	10	10	10	10
Major Grades	3	3	3	3	3

At least 2 daily grades must be recorded in the online grading system per week. By the end of the 3<sup>rd</sup> week progress report, at least 1 major grade must be recorded in the online grading system. By the end of the 5<sup>th</sup> week of the six weeks, at least 2 major grades must be recorded in the online grading system.

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. **Elementary grades:** (music, art, and physical education)

E = Exceeds Expectations  
 S = Satisfactory  
 N = Needs Improvement  
 U = Unsatisfactory

3. **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
	F = Failing 69 and Below

### Calculating Progress Report & Six Week Averages

**Report card and/or progress report average:**

**Pre-Kindergarten** Progress in demonstration of prekindergarten skills will be reported to parents as "M" — most of the time, "S" — still developing, "NY" — not yet, and

shaded spaces to indicate that a skill has not been evaluated during the grading period.

### Kindergarten

Progress in demonstration of kindergarten skills will be reported to parents as "4" — exceeding grade-level expectations, "3" — meeting grade-level expectations, "2" — making progress toward mastery of grade-level expectations, and "1" — experiencing difficulty toward mastery of grade-level expectations.

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.

### Grades 1-8

The following percentages apply for report card grade calculation:

40% Daily Grades  
60% Major Grades

In high school courses offered at middle school, the high school grading guidelines will apply.

### Grades 9-12

In grades 9-12, the following percentages apply for report card grade calculation:

	Modified* or Regular Courses	Academic Courses ** (Honors, Pre-AP/IB)	Advanced Courses** AP/IB
Daily Grades	40%	30%	20%
Major Grades	60%	70%	80%

\* Unless otherwise determined by a student's IEP goals and objectives.

\*\* Deviations from these percentages must be course specific, district-wide, and approved at the district level.

## Calculating Yearly Averages

### Grades 1-8

The yearly average for a subject shall be calculated by adding the six week grades and dividing by six.

High school courses taught in middle school shall calculate the yearly average by following the guidelines for grades 9–12.

### STAAR EOC Tested High School Courses

Beginning with the graduating class of 2015, students will be required to take an end-of-course (EOC) assessment instrument for an Algebra I, Algebra II, Geometry, Biology, Chemistry, Physics, English I, English II, English III, World Geography, World History, and United States History course in which the student is enrolled to account for 15 percent of the student's final grade for the course.

Final grade calculation will be as follows:

$$\left( \frac{1^{\text{st}} \text{ semester grade} + 2^{\text{nd}} \text{ semester grade}}{2} \right) (0.85) + (\text{EOC})(0.15) = \text{final grade}$$

If a student retakes an EOC assessment instrument, the student's performance on subsequent administrations will not be used to determine the student's grade point average or final grade for the course unless a retake score allows the student to achieve a passing final course grade.

The District will use a student's STAAR-Modified/STAAR-Alternative exam scores in calculating a student's final course grades in accordance with statues and regulations.

EOC tested courses will earn credit at the conclusion of the course once the final grade has been calculated, including results from the EOC exam. No half or semester credit will be earned in these courses.

### **Non-EOC Tested High School Courses**

The semester grade high school work for which a Carnegie Unit of credit is earned shall be calculated from the six-week grades and the final exam. The average of the six-week grades shall count as 80 percent of the semester grade, and the final exam shall count as 20 percent of the semester grade.

For level I foreign languages that are taught in a two-year sequence in the middle school, the average of all six-week grades shall count 80 percent of the 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.

### **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.**

	Fall Semester	Spring Semester
9	n/a	4
10	n/a	4
11	2	4
12	2	7

A student in grades 9–12 with three absences 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 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. [See FEA]

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.