

## 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. Students' 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.

<b>Examples of Daily Grades</b>	<b>Examples of Major Grades</b>
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:** The purpose of homework is practice, preparation, and extension of student learning which has previously occurred in the classroom. Students should be able to complete homework assignments on their own or with minimal parental support. Homework will not be assigned or created as a consequence for student behavior. A student's economic status should not impede his or her ability to successfully complete or score well on a homework assignment. The following tables outline the maximum number of minutes students should spend on homework on a daily basis. **Campuses are expected to adhere to the maximum time allocations and ensure that homework is aligned to the level of rigor indicated by the district curriculum and the TEKS/SE.**

Maximum Time Allocations for Elementary K-5 include:

K	1	2	3	4	5
10 minutes	20 minutes	30 minutes	40 minutes	50 minutes	60 minutes

Elementary teachers should collaborate within the grade-level to ensure the time allocation is not exceeded for all subjects combined. ,

Maximum Time Allocations for Middle School 6-8 include:

- Regular Core and Elective Classes – 20 minutes maximum per class
- INQUIRE, Odyssey, and Pre-AP classes will require more time
- Campuses should collaborate to ensure the total time allocation does not exceed 1½ hours.

Maximum Time Allocations for High School 9-12 include:

- Regular Core and Elective Classes – 30 minutes maximum per class
- Pre-AP, Honors, Dual Credit, AP, and IB classes will require more time

**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:

	Daily Grades	Major Grades/Long Range Projects
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
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.	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.
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:**

	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>Writing - LA</b>	<b>Reading</b>
<b>Daily Grades</b>	7	7	7	7	7
<b>Major Grades</b>	3	0	0	3	3

**Grades 3-5:**

	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>Writing - LA</b>	<b>Reading</b>
<b>Daily Grades</b>	10	10	10	7	7
<b>Major Grades</b>	3	3	3	3	3

**Grades 6-12:**

	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>Language Arts</b>	<b>Electives</b>
<b>Daily Grades</b>	10	10	10	10	10
<b>Major Grades</b>	3	3	3	3	3

At least 2 daily grades must be recorded in the online grading system per week until the minimum number of grades is met. Due to school holidays, testing schedules, and other special circumstances, deviations from this requirement will occur with administrative approval. 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. Major grades must be at least three separate and different grades.

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

E = 95

F = 65 (Failing 69 and Below)

S = 85

WF = 65

N = 75

WP/P= 85

U = 65

### 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:

	Basic* 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. (see attachment)

**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.

**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.

### Grading Guidelines Appendix

Course Name	Major-Daily
2-Dimensional Design AP	80-20
3-Dimensional Design AP	80-20
AP Drawing	80-20
Art History AP	80-20
Art/ Film IB HL	80-20
Art/Film IB SL	80-20
Biology IB HL	70-30
Biology IB SL	70-30
Biology II AP	60-40
Calculus AB AP	80-20
Calculus BC AP	80-20
Chemistry IB HL	70-30
Chemistry IB SL	70-30
Chemistry II AP	60-40
Computer Science AP	80-20
Computer Science IB	80-20
Conceptual Physics IB	70-30
English III AP	70-30
English III Honors	60-40
English III IB	70-30
English III IB HL	70-30
English IV AP	70-30
English IV IB	70-30
English IV IB HL	70-30
French IB SL 1	80-20
French IB SL 2	80-20
French IV AP	80-20
German IB HL 2	80-20
German IB SL 1	80-20
German IV AP	80-20
Government AP	70-20-10
History IB HL	70-15-15
Latin IB SL 1	80-20
Latin IB SL 2	80-20
Latin IV AP	80-20
Macroeconomics AP	60-20-20
Math IB 2B	80-20
Math IB SL 1B	80-20
Math Studies IB SL	80-20
Microeconomics AP	60-20-20
Music IB HL	80-20
Music IB SL	60-40

Physics IB HL	70-30
Physics II AP	70-30
Spanish IB SL 1	80-20
Spanish IB SL 2	80-20
Spanish IV AP	80-20
Spanish V AP	80-20
Statistics AP	80-20
Theory of Knowledge I	80-20
Theory of Knowledge II	80-20
US History AP	70-15-15
US History Honors	70-30
Visual Arts IB HL	80-20
Visual Arts IB SL	80-20
World History AP	80-20
World History Honors	70-30