



Bay City ISD Secondary Grading Guidelines

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PURPOSE OF GRADES

Grades are a reflection of a student's achievement of learning standards. Grades should not be given for returning signed papers, attending school functions (does not include course required performances), bringing supplies etc.

PROCEDURES

INSTRUCTIONAL PRACTICE (Minor Grades)

When a student learns new material, he or she goes through a time of wrestling with the material before eventually mastering the information or skills. It is expected that a student will make mistakes during this learning process. Any work done during this learning period is considered *Instructional Practice*. The purpose of *Instructional Practice* is not to evaluate a student's final achievement of a learning standard(s), but to determine where he or she is in the learning process, diagnose any problems, and aid in getting the help needed to learn the material. *Instructional Practice* could consist of different types of practice including, but not limited to:

- Rubric graded notebooks and journals based on TEKS
- Teacher observations
- Formative assessments
- Learning centers/stations
- Writing processes
- Homework
- Learning pieces within a Portfolio
- Daily work
- Quizzes
- District STAAR Benchmarks and Curriculum Based Assessments
 - Academic deans and campus principals are responsible for establishing the process on campus to determine if grades will be recorded as a minor grade
 - Only used as minor grade if the following guidelines are followed:
 - Assessment grades are being included throughout the entire campus.
 - TEKS not yet taught are extracted from graded materials
 - Intervention and re-teaching takes place for TEKS already taught but not mastered on the assessment.
 - Accommodations and/or modifications were provided for students identified under 504, Special Education, ELL, or RTI
 - Grade is calculated only on TEKS previously taught and score is adjusted according to state passing standard)

INSTRUCTIONAL ACHIEVEMENT (Major Grades)

The purpose of Instructional Achievement is to evaluate how well a student is meeting the learning standards. A minimum of two major grades should occur during each six week grading period. Some student work for Instructional Achievement may take place outside of

the classroom. Instructional Achievement could consist of many different types of assessments including, but not limited to:

- Unit Tests
- Quizzes
- Final Draft Writings (term papers, essays, compositions)
- Presentations
- Research Projects
- Performance
- Special Multi Step/Long Term Projects
- Semester exams will count for 15% of the semester average.

HOMEWORK

Homework is for the purpose of independent practice, extension, and enrichment of learning topics previously 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 (created) as a consequence for misbehavior. Research indicates that there is great benefit in family time, extra-curricular activities, and other community activities outside of school that help develop the social awareness and emotional skills that children need to be successful in life. Therefore, teachers are not required to assign homework. However, these guidelines provide a form of consistent across grade levels and schools.

	Grade 6-8	Grade 9-12
Time	<ul style="list-style-type: none"> Collaborate with team teacher/department leads. Should collectively average no more than 1 hour per night. Redoing/late assignments are not included in this average. Campuses may elect to assign certain days of the week for subject-based testing with the purpose of avoiding excessive testing on one day. 	<ul style="list-style-type: none"> Collaborate with team teacher/department leads. Should collectively average no more than 1 hour per night. Redoing/late assignments are not included in this average. Campuses may elect to assign certain days of the week for subject-based testing with the purpose of avoiding excessive testing on one day.
Grade	<ul style="list-style-type: none"> Reflection of a student's achievement of learning standards. Can only be used as an Instructional Practice (Minor Grade) 	<ul style="list-style-type: none"> Reflection of a student's achievement of learning standards. Can only be used as an Instructional Practice (Minor Grade)
School Holidays	<ul style="list-style-type: none"> No homework 	<ul style="list-style-type: none"> As needed to meet course requirements, i.e., Pre-AP, AP, certification exams, dual credit class requirements are determined by college instructor

Type	<ul style="list-style-type: none"> ● Differentiated and meaningful homework tied to the TEKS. ● Emphasis on process not product. ● Homework is an extension of previously taught material. It may also prepare students for future learning. 	<ul style="list-style-type: none"> ● Differentiated and meaningful homework tied to the TEKS. ● Emphasis on process not product. ● Homework is an extension of previously taught material. It may also prepare students for future learning.
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LATE WORK

Late work penalty only applies to students who are in attendance, but fail to turn in work on time. Late work will only be accepted until the end of a grading period. A teacher may only enter a zero after they have attempted to resolve the incomplete grade and documented the efforts.

Grade 6-8	Grade 9-12	Honors/AP/Dual Classes
<ul style="list-style-type: none">• 5% per day with a maximum penalty of 30%• Work turned in after the reporting period will not be accepted• Honors classes – see Honors contract	<ul style="list-style-type: none">• 10% per day with a maximum penalty of 30%• Work turned in after the reporting period will not be accepted.• Honors classes – see Honors contract	<ul style="list-style-type: none">• See Honors/AP contract for expectations• Dual credit classes follow syllabus and standards set by college professor

REASSESSMENT

Reassessment must be offered to allow a student another opportunity to show mastery on a test/assessment after he/she has scored a 74 or lower. After reteaching occurs, the reassessment option may include a formal or informal measure deemed appropriate by the teacher/course level for evaluating the skills/concepts. The teacher needs to make every effort to allow the student to be reassessed as soon as possible. The opportunity to be reassessed should be provided within one week after the failing grade is received. A reassessment must be completed prior to the next assessment/test (Instructional Achievement assessment).

Only one reassessment may be taken per failing assessment/test grade. The maximum grade earned on reassessment is a 75. Reassessment shall be optional on the part of the student. The reassessment option is not available for final exams.

If 50% or more of the students in a class (Leveled, PreAP and AP) fail to demonstrate mastery of state and/or local curriculum standards on an Instructional Achievement Assessment, the teacher must provide reteaching and reassessment during class time. All students in the class will be given the opportunity to reteach and reassess. The higher of the two grades will be recorded.

EXTRA CREDIT

Extra credit must be related to the TEKS in the course. If extra credit is offered, it must be available to all students in that course. Extra credit may not be given for clerical tasks such as giving a student a “100” for returning a progress/report card, canned goods, fundraiser, etc.. If the extra credit assignment creates a financial or transportation burden on the student, an alternative extra credit assignment will be given. Extra credit will not replace

any missed assignment, and can only be given if all required work has been completed.

ABSENTEEISM

A. Enrolled Students

1. Students shall be expected to make up assignments and tests after absences. In general a student has one day to makeup work for each day he/she is absent.
2. Instructional Practice and Instructional Achievement assignments scheduled and communicated before an absence are generally due on the day of return.
3. Make-ups of exams will generally be scheduled by the teacher and student to take place outside of regular classroom time.
4. Teachers need to take into account extenuating circumstances of students in regards to making up work missed due to absences.

B. Students Not Enrolled for an Entire Grading Period

1. When students transfer into the district during a grading period from another accredited school, the grades received from the sending school for the same or similar course will be calculated with current course grades to compute the progress or report card grade.
2. A student, through no fault of his/her own, who is not enrolled for an entire grading period, semester, or course, shall be provided opportunities to earn credit for the semester or course or grade for the grading period. The Board of Trustees shall adopt policies establishing alternative ways for students to make up work or regain credit lost, because of absences. Appropriate opportunities shall include, but are not limited to: credit by examination, make-up work, and or tutorial sessions.

AWARDING CLASS CREDIT

Mastery of Objectives

1. Student academic achievement shall be based upon the degree of mastery of the District's objectives which reflect the Texas Essential Knowledge and Skills (TEKS).
2. In order to be awarded a grade of a "70" in a course or subject, a student must demonstrate 70% mastery of the District's objectives in any recording period.

Required Attendance

In accordance with State law, the student must have ninety percent (90%) attendance in the class during the semester to be eligible to earn credit for that course.

If a student is in danger of losing credit due to the 90% attendance rule, a campus administrator/counselor will convene a conference with student and parent to implement a plan of action to regain credit. It will be the student's responsibility to attend Saturday School and/or other interventions as outlined in this plan of action to successfully regain the credit.

MINIMUM NUMBER OF GRADES

For each report card period, twelve grades should be recorded per subject area. Teachers should keep grades updated weekly in their electronic gradebook system. Parents and students are able to access their grades and monitor performance through the Parent Portal system.

GRADING SCALES

Grades may be calculated on Instructional Practice and Instructional Achievement in one of the following methods.

A. 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= 75-79

D= 70-74

F= Failing (Below 70)

B. GRADE EQUIVALENTS (To be used for Transfer-In-Grades)

1. Secondary

A+ = 100	C+ = 78
A = 95	C = 75
A- = 90	D+ = 74
B+ = 88	D = 72
B = 85	D- = 70
B- = 80	F = Failing 69 and below

	Grade 6-8	Grade 9-12 HS Credit Classes and JH HS Credit Classes	Grade 9-12 Honors Program, AP classes	Grade 9-12 Dual Credit
INSTRUCTIONAL PRACTICE (Minor Grades)	60%	50%	45%	Grading guidelines follow college course syllabus
INSTRUCTIONAL ACHIEVEMENT (Major Grades)	40%	50%	55%	

**** Semester exams will count for 15% of the semester average for high school coursework**

LEVEL CHANGE PROCEDURES

For students enrolled in Pre-AP or AP courses, the following guideline will need to be met for a level change.

- Grades from the dropped course will be carried into the added course. No adjustments in grades from AP, Pre-AP or Dual Credit will be carried to the new course.

Academic Dishonesty, Cheating, or Plagiarism

Cheating includes the copying of another student's work, homework, class-work, test answers, etc. as one's own and/or the sharing of one's work with another student. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author. A student found to have engaged in academic dishonesty will be subject to loss of credit for the work in question, as well as disciplinary penalties (including possible disqualification from National Honor Society/Loss of officer position in clubs/organizations according to their constitutions and the Student Code of Conduct and the Extracurricular Student Code of Conduct).

COMMUNICATION OF GRADES AND ACADEMIC PROGRESS

Grade Reporting

- Informal Notification: Parents/guardians and students are encouraged to contact teacher at any time to inquire about grades.
- Progress Report: At three week intervals, students will be given a progress report in all courses. It is the responsibility of the student to take the progress report card home to their parents/guardians.
- Formal Notification: At the end of each grading period, parents will be notified of their child's grades by means of a report card. The report card in addition to grades will have the number of days the student has been absent during the official marking class period. Report cards are not mailed home and it is the responsibility of the student to take the report card home to their parents/guardians. Final report cards are mailed home.
- Viewing Grades Online: Parents may view their child's grades online through Home Access Center. Directions and access are on the district's website under the Parent/Student tab.

Parent/Guardian Teacher Conferences

- Purpose/Function: Parent/Guardian and teacher conferences are encouraged in BCISD and serve the purpose of home and school communication in regards to student's academic and behavior progress. In addition, the district has set calendar dates for parent/teacher conferences. The Board of Trustees shall adopt a policy that provides for a conference between parents and teachers.
- Recommended Conferences: If in any course, a student falls below a grade less than a 70, it is strongly encouraged that a parent set up a conference with the child's teacher. The parent may contact the teacher directly or contact the child's counselor to set up a conference. It is strongly recommended that teachers contact the parent as soon as the child's grade begins to fall below a 70.