



**Bastrop**  
Independent School District

# **BISD Grading Guidelines**

## **2018-2019**

BISD grading guidelines are governed by:

- EIA- Grading progress to parents
- EIC- Class Ranking
- EIE- Retention and promotion
- EIF- Graduation

## **Table of Contents**

BISD Mission Statement	2
Beliefs and Objectives	2
Overview of Grading Guidelines	3
Responsibilities	3
Communication with Parents	3
Conduct	4
Academic Dishonesty	4
Conferences	4
Attendance	5
Extracurricular Activities	6
Grade Point Scale for GPA Calculations	8
Grade Weighting for Report Cards	12
District Assessments, Fall Academic Targets, Mock STAAR	12
Minimum Grade on Cumulative Records	13
Recording Grades in Skyward	15
Homework	16
Make-Up Work after Absences	16
Late Work	17
Mastery Learning	17
Suspension from School (OSS)	17
Tutoring requirements	18
Retesting	18
Progress reports	19
Report Cards	19
Transfer grades	19
Transfer grades: ACC	20
Promotion and Retention	20
Special Education and §504 Students	22
English Learner Students	26

# **BISD Mission Statement, Beliefs, and Objectives**

## **Call to Action**

Graduates of BISD are empowered to become successful and productive in a global society.

## **Beliefs**

- A diverse and engaging environment contributes to successful learning.
- Serving the individual needs of all learners is central to our mission.
- Community collaboration directly results in the growth of our schools.
- Education empowers everyone.
- People feel valued when they are heard.
- Involvement beyond the classroom contributes to student success.

## **Goals**

1. We will develop and maintain a system of instruction that differentiates for every student's individual needs.
2. We will increase the effectiveness of communication throughout the BISD community.
3. We will recruit, equip, and retain staff to increase instructional continuity and quality.
4. We will strengthen and develop partnerships with students, parents, businesses and community members in order to empower learner success and productivity in a global society.

# Overview of BISD Grading Guidelines

Monitoring of the academic progress and feedback to the students and parents is essential to foster academic success. The key is communication. The goal is to communicate a fair and accurate indication of the level of mastery of the subject by the student at the time of the feedback. To this end, the district has well established grading standards, procedures, and policies.

## Responsibilities:

### Student

1. Complete assigned work on time and return it to the teacher.
2. Communicate with the teacher when the student does not understand the material or is in need of help.
3. Evaluate his or her own work.
4. Maintain academic honesty.

### Parent

1. Set and reinforce clear expectations for academic success.
2. Create an effective study environment in the home.
3. Provide school supplies and materials.
4. Monitor the student's homework and progress.
5. Help with, but do not do, homework and projects.
6. Communicate with teachers when concerns arise.

### Teacher

1. Plan and provide daily instruction.
2. Monitor students' mastery of the curriculum.
3. Communicate progress through Family Access (online gradebook), progress reports, report cards, and other communication as appropriate.
4. Provide additional instructional support in the classroom for students who are struggling.
5. Provide tutoring for students who are struggling.
6. Provide differentiated instruction to ensure the appropriate level of instruction for all students.

## Communication with parents

All teachers will communicate with parents regarding student progress. The system used is dependent upon the grade level cluster.

- Pre-K- K: Weekly Communication Folder.
- Grade(s) 1-4: Family Access in conjunction with teacher contact with parent(s) or guardian when a student's average falls below 70%. A weekly communication folder will be utilized on each campus.

- Grade(s) 5-6 -Family Access in conjunction with teacher contact with parent(s) or guardian when a student's average falls below 70%. A weekly communication folder will be utilized on each campus.
- Grade(s) 7-8: Family Access in conjunction with teacher contact with parent(s) or guardian.
- Grade(s) 9-12 Family Access in conjunction with teacher contact with parent(s) or guardian.

## **Conduct**

The district does not impose a grade penalty for student work as a result of student misconduct with the exception of academic dishonesty and unexcused absences.

## **Academic Dishonesty**

A student 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. 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. [EIA Local]

## **Conferences**

- Elementary Schools: Pre-K to 4th grade:
  1. Parents may request a conference with their students' teacher(s) at any time.
    1. Every student will have the opportunity to have a parent / teacher conference in the fall semester.
  2. Students who are in danger of failing will be scheduled for a parent / teacher conference in the spring semester.
  3. Parents of students not in danger of failing may also request a parent / teacher conference during the spring semester of the school year.
  4. In addition to the conferences scheduled on the school calendar, conferences may be requested by a parent or teacher as needed.
- Intermediate Schools: 5th-6th -Parents may request a conference with their students' teacher(s) at any time.
  1. Every student will have the opportunity to have a parent / teacher conference in the fall semester.
- Middle Schools: 7th-8th Teachers will schedule a conference with parents as requested by the teacher or parent.
- High Schools: 9th-12th
  1. Teachers will schedule a conference with parents as requested by the teacher or parent.

## Attendance

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

Students who have lost credit or have not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

When a student's absence for personal illness exceeds three consecutive days, the principal or attendance committee may require that the student present a statement from a physician or health clinic verifying the illness or condition that caused the student's extended absence from school as a condition of classifying the absence as one for which there are extenuating circumstances.

If a student has established a questionable pattern of absences, the principal or attendance committee may require that a student present a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances. [FEC Local]

The attendance committee shall adhere to the following guidelines to determine attendance for award of credit or a final grade:

1. All absences shall be considered in determining whether a student has attended the required percentage of days. If makeup work is completed satisfactorily, excused absences that are allowed under compulsory attendance requirements shall be considered days of attendance

for this purpose. [See FEA(LEGAL) at EXCUSED ABSENCES FOR COMPULSORY ATTENDANCE DETERMINATIONS]

2. A transfer or migrant student incurs absences only after his or her enrollment in the District.
3. In reaching consensus regarding a student's absences, the committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent or designee shall develop administrative regulations addressing the committee's documentation of the decision.
4. The committee shall consider the acceptability and authenticity of documented reasons for the student's absences.
5. The committee shall consider whether the absences were for reasons out of the student's or parent's control.
6. The committee shall consider whether or not the student has completed assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
7. The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade.

## **Extracurricular Activities**

A student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the District or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than courses described below as exempt courses as exempt courses.

A suspension continues for at least three school weeks and is not removed during the school year until the conditions of reinstatement, described below, are met. A suspension shall not last beyond the end of a school year.

The suspension and reinstatement provisions of Education Code 33.081(c) and (d) do not apply to an advanced placement or international baccalaureate course, or to an honors or dual credit course in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English. *Education Code 33.081(d-1)*

Bastrop ISD recognizes the categories below as honor courses for purposes of eligibility to participate in extracurricular activities. Middle school students participating in the courses below are eligible for a single exemption each semester if the six weeks' average falls between 60 and 69 inclusively. High school and Middle school students must have a minimum grade of

60 in the advanced level courses to receive a waiver. (FM Local 3-24-15) The progress report serves as the record for granting a waiver. The waiver form must be verified and signed by the campus registrar, coach/sponsor of the extra-curricular organization, and the Principal or designee. A copy of this form may be found in the appendix A at the back of this document. Middle school students may only utilize one waiver per class per semester. Waivers cannot be used for the same class more than once in a single school year for middle school students.

- All College Board Advanced Placement courses in all disciplines;
- Dual Enrollment courses
- Pre-Advanced Placement courses in all disciplines

In the case of a student with a disability that significantly interferes with the student's ability to meet regular academic standards, suspension must be based on the student's failure to meet the requirements of the student's individualized education program (IEP). The determination of whether the disability substantially interferes with the student's ability to meet the requirements of the student's IEP must be made by the admission, review, and dismissal (ARD) committee.

For the purposes of this provision, "student with a disability" means a student who is eligible for the District's special education program under Education Code 29.003(b). Education Code 33.081(e)

A student suspended under Education Code 33.081 may practice or rehearse with other students for an extracurricular activity but may not participate in a competition or other public performance. *Education Code 33.081(f)*

Until the suspension is removed or the school year ends, the District shall review the grades of a student at the end of each three-week period following the date on which the suspension began. At the time of a review, the suspension is removed if the student's grade in each class, other than a course described above at EXEMPT COURSES, is equal to or greater than the equivalent of 70 on a scale of 100. The principal and each of the student's teachers shall make the determination concerning the student's grades. *Education Code 33.081(d)*

The State Board of Education by rule shall limit participation in and practice for extracurricular activities during the school day and the school week.

The Board may adopt a policy establishing the number of times a student who is otherwise eligible to participate in an extracurricular activity may be absent from class to participate in an extracurricular activity sponsored or sanctioned by the District, UIL, or an organization sanctioned by Board resolution. The policy must permit a student to be absent from class at least ten times during the school year, and the policy prevails over any conflicting policy adopted by the State Board of Education. Education Code 33.081(a), .0811

[FM Legal]



See District UIL Eligibility Calendar on the district website at [www.bisdtx.org](http://www.bisdtx.org) under Departments, Athletics, UIL Eligibility Calendar.

## Grade Point Scale and GPA Calculation

Bastrop ISD  
011901

ACADEMIC ACHIEVEMENT  
CLASS RANKING

EIC  
(LOCAL)

**Consistent Application for Graduating Class**

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

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**Note:** The following provisions shall apply to students beginning with the graduating class of 2018, 2019, and 2020.

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**Calculation**

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only, unless excluded below.

**Exclusions**

The calculation of class rank shall exclude grades earned in or by physical education; athletics; cheerleading; PAL; driver's education; a local credit course that does not carry state graduation credit; student leadership; independent study; credit recovery; a course for which a pass/fail grade is assigned; credit by examination, with or without prior instruction; private or commercially sponsored physical activity programs used for physical education; and a fine arts credit course in a community-based fine arts program.

In addition, the calculation of class rank shall exclude grades earned through a non-state accredited distance learning program.

**Weighted Grade System**

The District shall categorize and weight eligible courses as Advanced Placement (AP)/On Ramps, dual credit, Pre-AP/Advanced, and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

*Categories*

AP Courses /  
On Ramps  
Courses

Eligible AP courses and On Ramps courses designated in the student handbook shall be categorized and weighted as AP courses/On Ramps courses.

Dual Credit  
Courses

Eligible dual credit courses designated in the student handbook shall be categorized and weighted as Dual Credit courses.

Pre-AP Courses  
/ Advanced  
Courses

Eligible Pre-AP courses and advanced courses designated in the student handbook shall be categorized and weighted as Pre-AP courses and Advanced courses.

Regular  
Courses

All other eligible courses shall be designated as Regular courses.

**Weighted Numerical Grade Average**

The District shall assign weights to semester grades earned in eligible courses and shall calculate a weighted numerical grade average in accordance with the following:

Category	Weight
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EIC(LOCAL)-X

1 of 4

Category	Weight
AP courses / On Ramps courses	Multiplied by 1.17
Dual Credit courses	Multiplied by 1.15
Pre-AP / Advanced courses	Multiplied by 1.12
Regular courses	Multiplied by 1.0

All failing grades shall be multiplied by 1.0.

The District shall record unweighted numerical grades on student transcripts.

**Valedictorian and  
Salutatorian**

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for such recognition, a student must:

1. Have been continuously enrolled in a District high school for the four school years immediately preceding graduation;
2. Have completed the foundation program with the distinguished level of achievement; and
3. Be graduating after exactly eight semesters of enrollment in high school.

*Breaking Ties*

In case of a tie in weighted numerical grade averages after calculation to the sixth decimal place, the District shall recognize all students involved in the tie as sharing the honor and title.

**Highest-Ranking  
Graduate**

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

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**Note:** The following provisions shall apply to students beginning with the graduating class of 2021.

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ACADEMIC ACHIEVEMENT  
CLASS RANKING

EIC  
(LOCAL)

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**Weighted Grade System** The District shall categorize and weight eligible courses as AP, dual credit, Pre-AP, and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

*Categories*

AP Courses

Eligible AP courses designated in the student handbook shall be categorized and weighted as AP courses.

Dual Credit Courses

Eligible dual credit courses designated in the student handbook shall be categorized and weighted as Dual Credit courses.

Pre-AP Courses

Eligible Pre-AP courses designated in the student handbook shall be categorized and weighted as Pre-AP courses.

Regular Courses

All other eligible courses shall be designated as Regular courses.

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Category	Weight
AP courses	Multiplied by 1.17
Dual Credit courses	Multiplied by 1.17
Pre-AP courses	Multiplied by 1.15
Regular courses	Multiplied by 1.0

All failing grades shall be multiplied by 1.0.

The District shall record unweighted numerical grades on student transcripts.

Bastrop ISD  
011901

ACADEMIC ACHIEVEMENT  
CLASS RANKING

EIC  
(LOCAL)

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ADOPTED:

4 of 4

## Grade Weights for Report Card Calculation

The final report card grades are calculated using a system of weighted grades. Grades carry more or less weight (value) in the final grade depending on the type of grading category. In high school semester exams carry a 20% grade weight of the final grade.

<b>1<sup>st</sup>- 4<sup>th</sup> Grade Levels</b>	<b>60% Daily Grades</b>	<b>40% Major Tests, Assignments, &amp; Projects</b>
Examples:	Classroom Assignments Homework	Common Assessments Major Tests Summative Assessments Project Based Summative Assessments Performance Assessments
<b>5<sup>th</sup>- 6<sup>th</sup> Grade Levels</b>	<b>40% Daily Grades</b>	<b>60% Major Tests, Assignments, &amp; Projects</b>
Examples:	Classroom Assignments Homework	Common Assessments Major Tests Summative Assessments Project Based Summative Assessments Performance Assessments
<b>7<sup>th</sup>- 12<sup>th</sup> Grade Levels</b>	<b>40% Daily Grades</b>	<b>60% Major Tests, Assignments, &amp; Projects</b>
Examples:	Classroom Assignments Homework	Common Assessments Major Tests Summative Assessments Project Based Summative Assessments Performance Assessments

Special Note: Universal Screeners of any type are not subject to grading.

## District Assessments, Fall Academic Targets and Mock STAAR as Grades

Fall Academic Targets will go into the major tests categories using a 100 point scale with 70 being passing (as compared to using a conversion scale or curving grades). Mock STAAR will go into the major tests categories using a 100 point scale with 70 being passing (as compared to using a conversion scale or curving grades). Mock STAAR assessment grades will not include student expectations that have not been taught. Assessment staff will ensure that questions not covered in the curriculum scope and sequence will not affect a student's point value. Since Fall Academic Targets and Mock STAAR are major test grades, correction policy does apply.

## Minimum Grades for 6 and 9 weeks grading cycles

**Elementary Schools:** Per nine week grading period for all subjects

### Pre K Grading:

Sent home Beginning of Year (mid October), Middle of Year (mid-March) and End of Year (late May)

### Kindergarten Grading Rubric

Score	Descriptor	Notes(use different language here??)
1	Does Not Meet Grade Level Expectations	Student is unable to exhibit grade level concepts/skills even with direct guidance/assistance. Additional instruction is needed.
2	Approaches Grade Level Expectations	Student exhibits grade level concepts/skills with guidance. Reinforcement needed.
3	Meets Grade Level Expectations	Student exhibits understanding of grade level concepts/skills independently and consistently.
4	Masters Grade Level Expectations	Student exhibits understanding of concepts/skills beyond grade level expectations.

### 1st-4th:

- Minimum of 9 daily grades and 3 major grades for Language Arts
- Minimum of 9 daily grades and 3 major grades for Reading
- Minimum of 9 daily grades and 3 major grades for Math
- Minimum of 6 daily grades and 2 major grades for Science
- Minimum of 6 daily grades and 2 major grades for Social Studies
- Special Grades include the following based on participation/citizenship.
  - 1 = Refuses to Participate
  - 2 = Needs Improvement
  - 3 = Meets Expectation
  - 4 = Exceeds Expectation
- Please note: Students are not penalized with grades for not attending scheduled campus performances.



## 1st-4th Grading Table

<b>ELEMENTARY 1st-4th Grades Per Nine Weeks</b>	<b>Daily</b>	<b>Major</b>	<b>Total</b>
Reading	9	3	12
Language Arts	9	3	12
Math	9	3	12
Science	6	2	8
Social Studies	6	2	8

**Intermediate Schools:** Per nine week grading period for all subjects

### 5th:

- Minimum of 9 daily grades and 3 major grades for ELAR, Math, and Science for a total of 12 grades.
- Minimum of 4 daily grades and 2 major grades for Social Studies for a total of 6 grades.
- Specials Grades include the following:
  - 1 = Refuses to Participate
  - 2 = Needs Improvement
  - 3 = Meets Expectation
  - 4 = Exceeds Expectation

### 6th:

- Minimum of 9 daily grades and 3 major grades for ELAR, Math, Science, Social Studies and Fine Arts for a total minimum of 12 grades.
- PE grades will include the following:
  - 1 = Refuses to Participate
  - 2 = Needs Improvement
  - 3 = Meets Expectation
  - 4 = Exceeds Expectation

**Middle Schools:** Per six week grading period for ALL subjects

### 7th-8th

- Minimum of 7 daily grades
- Minimum of 3 major grades-(*Shortened six-weeks may require only 2 major grades*)
- Minimum of 10 total grades (daily and major combined )

**High Schools:** Per six week grading period for ALL subjects

**9th-12th**

- Minimum of 7 daily grades
- Minimum of 3 major grades-(*Shortened six-weeks may require only 2 major grades*)
- Minimum of 10 total grades (daily and major combined )

Alternative campus process grades on individual student basis due to the nature of self-paced curriculum.

## **Recording Grades in Skyward**

Grades placed in the teachers' electronic gradebook system become immediately available to parents via a secure internet site. Teachers endeavor to provide feedback as quickly as their workload allows. The guidelines for entering grades into the system are listed below and only count school days. Please understand that this guideline applies to standard assignments and missing grades and not extended projects and assignments. Projects and any extended assignments exceed more than 3 days of instruction

To inform parents of students progress please see the following timeline for entering grades. Students must have at least 1 major grade and 4 daily grades for progress reporting.

- PK-K---Utilize district created report cards
- 1st-4th ELAR-Math: 1 new grade every week
- 1st-4th Science-Social Studies: 1 new grade every week
- 5th-6th-Minimum of one new grade every week
- 7th-8th: Minimum of one new grade entered each Monday by 8:00 am
- 9th-12th: Minimum of one new grade entered each Monday by 8:00 am

Students must have at least 1 major grade and 4 daily grades for progress reporting.

Ideally, students should be able to use graded assignments to determine if they should attend tutorials. Students can also utilize assignments to study for assessments. Therefore, every effort should be made for assignments to be graded and returned to students in a timely manner.

Ungraded Assignments: Teachers will use a "0" to denote missing grades. The zero calculates the exact grade average Received but ungraded assignments will be denoted with G.

All grades recorded in Skyward will be based on a 100 point grading scale. Teachers may apply a curve prior to input as needed.



# Homework

Homework will be carefully examined and constructed so that it becomes a meaningful part of learning. Homework assignments shall be planned in accordance with the following guidelines.

Homework Guidelines:

- If the homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the student.
- Students shall understand not only what to do, but also how to do it independently.
- The homework assignment must pertain to previously taught skills.
- Homework assignments must be adapted to individual needs.
- Homework assignments must be reasonable in view of the students' home resources.
- Parent signatures on specific reading logs and/or assignments are not taken as a grade
- Every homework assignment must be properly evaluated.
- Documentation of homework assignment may be referenced in lesson plans and / or grade book.
- Homework should be an integral part of the classroom activities. Homework will not be used as a means of punishment.
- If appropriate, homework activities need to be creative; they may include such experiences as individual field trips, collections, educational TV programs, making models, posters, or any assignment that could supplement the regular classroom activities and experiences.
- Prompt feedback concerning the quality of work should be provided.

## All Grades

- Homework shall be returned with feedback to the student within 48 hours from the time the homework was collected. Students may be required to read a prescribed amount minutes each night or as preparation is needed.

## Pre-Advanced Placement, Advanced Placement:

- These are college prep or college level courses. By design, homework and other assignments are more rigorous and demand greater time and effort. Example: Students in a Pre-AP or AP courses may be required to complete summer assignments and assignments that require additional time in the evening, weekends and holidays.

## Makeup Work after Absences

Students are expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time. Allotted time for students to turn in assignments following absences is equal to one day for each day of absences plus one additional day. For example, if a student is absent for 3 days, the student has 4 days (3 + 1 days) to submit assignments.

In grades 1st – 6th, the District shall not impose a grade penalty for make-up work after an unexcused absence. In grades 7th – 12th, students may receive a zero for make-up work after an unexcused absence.

For 1st – 4th grades, it is the responsibility of the classroom teacher to provide the student with the assigned makeup work.

For 5th – 12th grades, it is the responsibility of the student to acquire the makeup work assignments.

Makeup work that is not made up within the allotted time will be subject to the late work policies.

## **Suspension from School (OSS)**

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

## **Late Work**

If a student does not turn in an assignment when due, a deduction in points **may result**. Extenuating circumstances **may occur** that are out of the control of the student and which prevent him/her from completing and returning their assignments. The student is to inform the teacher of any such circumstances that prevented the completion of the work. Teachers **may grant exceptions** to this late work penalty as appropriate within the allotted 9-week or 6-week period

## **Mastery Learning**

Students scoring below mastery of “70” on a major grade (assessment) shall be allowed to redo the assignment after completing prerequisite work. The higher grade, with a maximum of “70”, will be recorded. Students scoring below mastery of “70” on a minor grade (practice) may be allowed to redo the assignment after completing prerequisite work. The higher grade, with a maximum of “70”, will be recorded.

Mastery Learning provides the student with the opportunity to relearn certain academic objectives and retest for a passing grade. Mastery learning is intended as an opportunity to demonstrate learning when an assignment, test or major project has been failed. In such cases students will proceed as follows according to grade level.

### **EIA Local Policy:**

*“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.”*

**1<sup>st</sup>– 4<sup>th</sup> grades** Students will have one opportunity to recover a failed grade (summative assessment) to a maximum grade of 70. The due date is left up to teacher discretion.

**5<sup>th</sup> – 6<sup>th</sup> grades** Students will have one opportunity to recover a failed major grade (grades counting for 60%) to a maximum grade of 70 in a general education or Pre-AP course within one week of grade being entered into the grade book.

**7<sup>th</sup> – 8<sup>th</sup> grades** Students will have at least one opportunity to recover a failed major grade to a maximum grade of 70. Retesting/test corrections or resubmission must occur within 3 class periods once any summative assessment has been physically returned to the student. The teacher determines when the retesting and/or resubmission of test corrections will take place.

**(9<sup>th</sup> – 12<sup>th</sup> grades)** Retesting/test corrections or resubmission of a major grade must occur within 3 class periods once the graded assignment or assessment has been physically returned to the student. The teacher determines within the three class period timeline when the retesting and/or submission of test corrections will take place. Students will have one opportunity to recover a failed grade to a failed major grade to a maximum grade of 70 in a general education or Pre-AP or AP course.

## **Retesting**

The 3 day re-testing window for students who have failed an assignment or an assessment will begin when the graded assignment or assessment is returned to the student.

## **Tutoring Requirements**

The District shall not remove a student from a regularly scheduled class for tutoring or test preparation for more than ten percent of the school days on which the class is offered without a parent’s written consent. [EC Local]

For all tutoring, students and parents will be notified of the specific academic need for the tutoring. This information documents the need for tutoring and acts as a baseline to measure progress during tutoring. Teacher and tutors will inform the students and parents of the progress of tutoring by grading instructional work completed in tutoring, quizzes, retests, etc. A record of progress will be communicated to the student and parents upon completion of tutoring.

A student who fails any state assessment in grades 3-8 must receive accelerated instruction in the applicable subject area, which may include instruction outside of normal school operating hours.

In addition, a student who fails to perform satisfactorily on reading and/or mathematics assessments at grades 5 and 8 may not be promoted to the next grade unless he or she completes all required accelerated instruction.

This instruction may require participation of the student before or after normal school hours, during summer school, or before the beginning of the next school year. The law requires school districts to provide students up to three assessment opportunities during the spring and summer of the year, outlines the provision of accelerated instruction after each assessment opportunity, and describes parents' rights regarding promotion and retention. The entire text of the law is available online at <http://www.statutes.legis.state.tx.us/DOCS/ED/PDF/ED.28.pdf>

## **Progress Reports**

Notice of a student's performance in any course shall be issued after the third week of a six-week grading period (grades 7-12) or during the fourth week of a nine-week grading period (grades 1-6).

## **Report Cards**

All BISD students receive report cards via online Skyward access and a printed copy upon request.

## **Transfer of Grades Grade Equivalent and Conversion Scale**

Grades from other schools will be converted to Bastrop Independent School District grading scale as stated in the following policy. The Texas State Scale will be used when letter grades are given.

A = 90 – 100      B = 80 – 89      C = 75 – 79      D = 70 – 74      F = 69 & below

Numerical grades and award of credit will be accepted from other districts as they are printed on the official transcript of the sending district. A student who transfers to Bastrop Independent School District with numerical grades that are not passing in the sending school does not receive credit or grade points in Bastrop ISD schools for those courses.

If transfer grades from other school are reported in letter grades or percentages, Bastrop ISD schools will honor the conversion scale of the sending school if it is printed on the official transcript of the student or provided in writing from an official of the sending school.

## **Transfer of Grades: ACC**

Grades from Austin Community College are reported in letter grades and will be converted to the State and Bastrop ISD grades conversion scale as follows:

Letter Grade:	Numerical Grade:
A	98
B	88
C	77
D	73
F	69 and below

## **Promotion and Retention**

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. The District shall comply with applicable state and federal requirements when determining methods for students with disabilities or students who are English language learners to demonstrate mastery of the curriculum.

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP).

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

- Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Students in kindergarten shall be evaluated for mastery of grade-level standards. Promotion to grade 1 shall be based on an overall average of 3 on a scale of 4 based on course-level, grade-level standards (essential knowledge and skills) for reading, language arts, and mathematics.

In grades 1–2, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) in each of the following subjects: reading, language arts, and mathematics.

In grades 3–4, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) in each of the following subjects: reading, language arts, mathematics, and either science or social studies.

In grades 5–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, and either science or social studies.

- Student Success Initiative:
  1. Student Success Initiative (SSI): In addition to local standards for mastery and promotion, students in grades 5 and 8 must meet the passing standard established by the State Board on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade. For most students, this is the STAAR Reading and Math.

Grade-level advancement for students in grades 9–12 shall be earned by course credits.

If a parent initiates an appeal of his or her child’s retention following the student’s failure to demonstrate proficiency after the third testing opportunity, the GPC (grade placement committee) shall review all facts and circumstances in accordance with law.

The student shall not be promoted unless:

- All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and
- The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency.

Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student’s parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student’s progress during the following school year to ensure that he or she is progressing in accordance with the plan.

When a student transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.

If a parent initiates an appeal for promotion when a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion

from the previous district and issue a decision in accordance with the District's standards for promotion.

In the event a student is not promoted to the next grade level, the District shall nevertheless assign the student to an age-appropriate campus, unless:

- The student's parent requests that the student be assigned to the same or a similar campus setting; or
- The student's GPC determines that it would be in the student's best interest to be assigned to the same or a similar campus setting. Criteria to be considered for this decision may include:
  1. Recommendations from the student's teachers.
  2. Observed social and emotional development of the student.

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students. [EIE Local]

## **Special Education/ Section 504**

Admission, Review, Dismissal (ARD) Committees may designate classes and the Individual Education Plan (IEP) Goals that should be taken into consideration when determining a student's grades as part of the overall requirements for course/TEKS mastery. Also, as per Special Education, a student who fails two consecutive nine weeks (1<sup>st</sup>- 6<sup>th</sup> grades) or six weeks (7<sup>th</sup>- 12<sup>th</sup> grades) in the content areas, should have a staffing to review the students IEPs, consider reason(s) for failure, propose interventions and/or accommodations that may include IEP amendments or modifications. [See flowchart](#)

## **Grading Guidance for Students with Modified Curriculum**

### **Modifying Students' Work**

Modified Curriculum should focus on prerequisite skills and long strand TEKS required to engage in grade level TEKS. Modified curriculum is noted in the student's IEP.

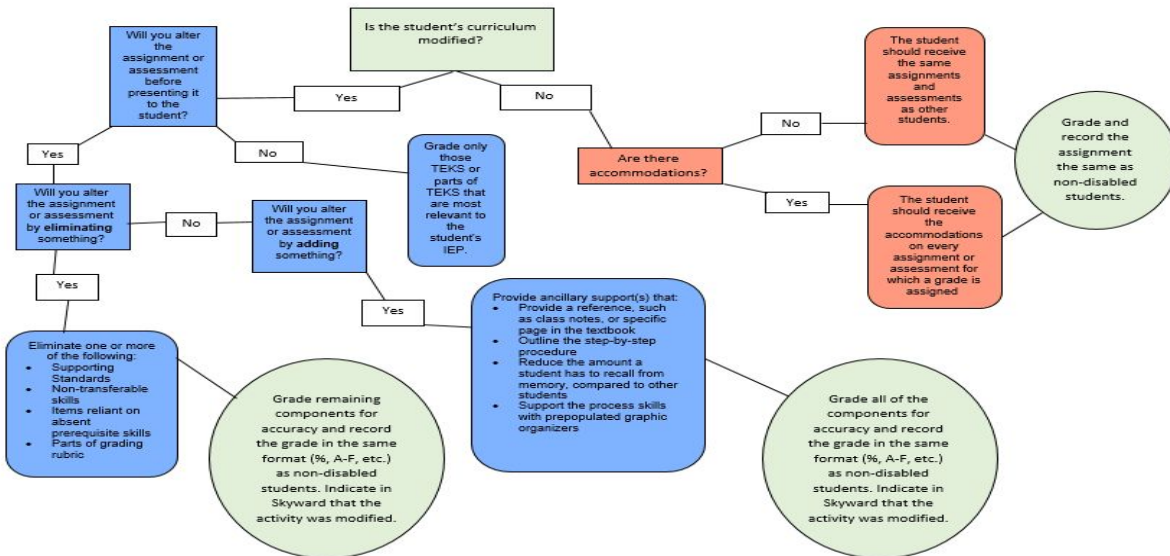
There are essentially two ways to modify instruction for students regardless of the location of the instruction.

1. One way to modify is to simplify the product or task by reducing what the student has to do or focus on. When considering the lesson think about what will be reduced or simplified in regard to the Essential Knowledge and Skills and how the student can engage in the lesson given his present levels of academic performance (PLAAFPs). For Example, "5.4(A) identify prime and



composite numbers", could be modified by requiring the student to identify numbers only through 10.

2. Another way to modify products or tasks is to give the student the information necessary to complete the tasks. Essentially, you're filling in the cognitive deficits by giving student the information that students generally need to recall or apply on their own. Sometimes these supports look like accommodations. However, when knowledge is given or skills are applied FOR the student so they can engage in the intended learning objective this can be considered a modification. For example, "5.4(A) identify prime and composite numbers", could be modified by giving a student a chart with prime and composite numbers and having the student group numbers using his/he given chart would be a modification. Giving a student a blank chart with just one or two examples would be an accommodations to prompt the students memory. Click the picture below for a larger view of the flowchart.



### Modification Ideas

There's not just one way to modify. Here are some examples.

Modify by taking something away:		Modify by adding something:	
Eliminate one or more of the following in presentation or grading.	Explanation/Examples	Provide ancillary support(s) that:	Explanation/Examples
<ul style="list-style-type: none"> <li>Supporting Standards</li> </ul>	A Readiness Standard for 5 <sup>th</sup> grade math is “compare and order two decimals to the thousandths (5.2B).” A Supporting Standard is	<ul style="list-style-type: none"> <li>Provide a reference</li> </ul>	Allow open notes or designate the page number of the textbook on which a particular test question can be scaffolded.



	“round decimals to tenths or hundredths (5.2C).”		
<ul style="list-style-type: none"> <li>• Non-transferable skills</li> </ul>	Focus on skills that students would use in other disciplines or would transfer to college and/or career. For example, writing an explanation is more transferable than writing a poem.	<ul style="list-style-type: none"> <li>• Outline the step-by-step procedure</li> </ul>	Offer specific steps for multi-step problems or questions. For example, $3 + 6 \times 2 =$ <b>Multiplication</b> before <b>Addition</b> : First $6 \times 2 =$ Then $3 + 12 =$
<ul style="list-style-type: none"> <li>• Items reliant on absent prerequisite skills</li> </ul>	<p>A 5<sup>th</sup> grade science skill is: <i>design an experiment that tests the effect of force on an object</i></p> <p>A 6<sup>th</sup> grade science skill is: <i>identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces</i></p>	<ul style="list-style-type: none"> <li>• Reduce the amount a student has to recall from memory compared to other students</li> </ul>	<p>This could be a word bank, a pre-populated graphic organizer, a visual representation, a list of spelling rules, or pictures of coins with their values.</p> <p>The list of examples could be endless. Evaluate what a student will have to remember to be successful, and offer another way to access that information.</p>
<ul style="list-style-type: none"> <li>• Parts of grading rubric</li> </ul>	<p>Reduce the complexity to attain the highest level of the scale.</p> <p>The 4<sup>th</sup> grade writing rubric says:  <i>The writer develops the essay in a manner that demonstrates a thorough understanding of the expository writing task.</i></p> <p>This could be altered to say:  <i>The writer uses clear examples to explain his ideas.</i></p>	<ul style="list-style-type: none"> <li>• Support the process skills</li> </ul>	Provide pre-populated graphic organizers that show, for example, causes and/or effects, sequence of events, or generalizations.
		<ul style="list-style-type: none"> <li>• Shows a correctly completed example</li> </ul>	Offer enough details for students to use the example as a model. If the student is asked to subtract 3 digit numbers using regrouping, examples should show the same. If a student is asked to write a paragraph with a topic sentence, supporting details, and a concluding idea—the example should have all the same components.

## Elementary Resource Grading Guidance

Students who spend a portion of the instructional block in Resource will have the Resource Class Subject reflected on their schedule. The Special Education Teacher of record will maintain data for that class time and enter Marking Period grades based on progress on the student's IEP Goals/Objectives. However, the final grade for the work completed in this class will be noted as either a Pass or Fail ("P" or "F") and "See IEP Progress" in the comments section.

The % of an instructional block that a student is receiving Instruction in the Resource Setting will determine the # of grades assigned for Resource vs. General Education coursework. For Example: If a student has 45 minutes of resource for ELA and the ELA block is 150 minutes then the student is in Resource for 30% of the ELA instructional block ( $45/150 = .30\%$ ). Therefore,  $\frac{1}{3}$  of the grades would come from the course work completed in the Resource setting. The  $\frac{1}{3}$  standard would apply for both Daily and Major assignments. For instance, if there are 9 daily assignments in a grading period, 3 would come from the Resource teacher and 6 would come from the General Education Teacher in consultation with the Special Education teacher.

The General Education and Special Education teacher should collaborate on all assignments completed by a student who has IEP goals for a specific subject. The flowchart below provides best practice on accommodating and/or modifying students work and considerations for grading. Click [HERE](#) for a document that can assist you in sharing grades with general education teachers!

## Secondary Resource Grading Guidance

Secondary Resource Classes are typically scheduled for 100% of an instructional block and therefore grades are assigned solely based on work completed in the resource classroom. Guidance for modifying students work is provided on pages 1 and 2 of this document.

***Students in Mainstream or Co-Teach Classes:*** Grades are determined jointly by Special Education and General Education teacher based on achievement of IEP goals and objectives and mastery of the content through modifications using guidance included above.

*Students in Resource Classes:* Grades are determined by the Special Education Teacher based on achievement of IEP goals and objectives and mastery of the content through modifications using grading guidance above.

*Students in Resource Intervention Classes:* Students can access intervention for Reading (i.e. Read 180) or Math in the Special Education setting in addition to their General Education Course. Grades are determined by Special Education Teacher providing the intervention based on achievement of the IEP goals and objective and progress in the intervention program/instruction.

## **English Learner Students: Limited English Proficiency**

In assessing students of Limited English Proficiency (LEP) for mastery of the essential knowledge and skills, the district shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways in accordance with the IEP or LPAC documentation:

- Assessment in the primary language;
- Assessment using ESL methodologies;
- TELPAS (Texas English Language Proficiency Assessment System)