



A Guide to Grade Reporting – Secondary

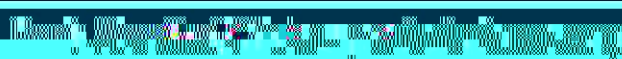


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Foreword

Principals, Teachers, Administrators:

Evaluating student performance is a basic part of the educational process and calls for the

Purpose of Grading

Grading serves the following purposes or functions:

- x **Information:** to inform parents and students regularly of the student's success in learning and mastery of local objectives and the Texas Essential Knowledge and Skills (TEKS).
- x **Guidance:** to promote and maintain desirable patterns of behavior and achievement and to identify areas of special ability as a basis for realistic student self-appraisal and for future educational and occupational planning.
- x **Motivation:** to encourage the student toward maximum achievement and realistic self-appraisal for future educational and occupational planning.
- x **Administration:** to provide data for use in educational planning and decision-making

This handbook provides a consistent set of grading and reporting regulations. The regulations adhere to the Texas Administrative Code, the Texas Education Code, and the Fort Worth ISD Board policies.

The handbook:

- x Describes the District's grading system which all teachers will implement,
- x Encourages a better understanding of grading and reporting, and
- x Fosters consistency in grading and reporting student achievement.

The Grading System

Board Policy

The Texas Education Code 28.0216 and Board Policy EIA (LEGAL) and EIA (LOCAL) state that teachers will not assign a student a prescribed minimum grade. Furthermore, the guidelines stipulate that:

- x Grading must reflect a student's relative mastery of an assignment,
- x A sufficient number of grades must be taken to support the grade average assigned,
- x

- x A teacher-created six-weeks test can be utilized as a grade, but is not to be counted as one of the required eight minimum grades.
- x Benchmark tests are not to be used for grading purposes.
- x District interim assessments included on the assessment calendar may be included in six-week grades with a weight equal to a homework grade (10%).

Minimum Number of Grades Required

A minimum of eight grades should be documented each six weeks. At least four grades should be given each three weeks. The eight grades do not include the six-weeks or semester exam.

Homework

Homework is used to enrich and embed the topics and concepts covered in the course. The intent is to guide the student toward mastery. Homework is not intended for summative assessments. Homework cannot count more than 10% of the six-weeks grade. Homework should not be punitive. Assignments should be able to be successful.

Calculation of Semester Grades

The grade the student receives on the semester examination or culminating activity will be used to determine the semester grade for the course. The semester grade for students with six

x

Re-teaching

Board Policy EIA (LOCAL) defines re-teaching as another presentation of content and additional strategies, usually to provide an additional opportunity for a student to learn.

Each teacher shall plan for re-teaching while planning the initial instruction, thereby ensuring that alternative instructional strategies are immediately available when needed.

Re-teaching should be practiced and should ensure fairness and promote student success. The teacher should document any efforts to re-teach and any reassessments.

Dual Credit Information

Dual credit course may be offered in-person, online, or through distance learning opportunities.

Recording of Dual Credit Grades

Dual credit grades are determined based on the collegiate grading practices per Board-approved Dual Credit Agreements. Only semester grades are reported. Students in dual credit courses will have access to their grades throughout the semester via TCC WebAdvisor (for TCC courses). This account can be established by logging into mytcc.edu. The account is established after acceptance into Tarrant County College.

Dual Credit/Dual Enrollment

Students may be eligible to earn college credit while they are still in high school by enrolling in dual credit courses. A variety of dual credit options are available to students. Dual credit courses may be offered at:

- x Some high school campuses with the courses taught by an approved high school or college instructor;
- x Tarrant County College sites through Dual Credit Academies;
- x Various campus sites; Tarrant County College District, Texas Wesleyan University, and University of Texas at Arlington taught by college instructors; and
- x An online dual credit program taught through the University of Texas at Arlington by college instructors with expertise in teaching online courses.

Dual Enrollment courses are offered through OnRamps, an innovative dual-enrollment program providing rigorous courses aligned with the high standards and expectations of The University of Texas at Austin. OnRamps works through a dual-enrollment model. Using a hybrid delivery approach, students meet rigorous university-level college readiness standards and have the opportunity to earn UT Austin credit from a UT faculty member and high school credit from their local teacher. All OnRamps courses are guaranteed to transfer to any public institution in Texas.

To be eligible to enroll in college courses and also be awarded credit toward state graduation requirements, a student must:

- ‡ Meet qualifications set forth by the District and the participating institutions,
- ‡ Choose courses approved by the District, and
- ‡ Have the approval of the high school principal.

College and Career Readiness Coordinators and CTE Coordinators are to provide students with current information regarding approved dual credit courses. To receive high school credit, the student must have a minimum grade of a “D” (equivalent to a 70 or higher) on an official college transcript. Grades in these dual credit courses will be used in computing the high school grade point average. Approved FWISD dual credit courses successfully completed will receive Tier I credit. For additional information regarding dual credit, talk to the Coordinators, and CTE Coordinators at each campus.

Students who take a dual credit course that substitutes for one of the required End-of-Course-Examination courses must take the corresponding STAAR EOC assessment.

Additional information regarding dual credit courses is posted on the District website under the Advanced, Accelerated, and Innovative Learning (AAIL) Department. Questions regarding dual credit can be made to 817.814.2580.

Student Eligibility and Registration

To enroll in college courses, students must meet eligibility requirements by both the District and the participating institution. The College and Career Readiness and CTE coordinators will provide students with information regarding dual credit courses. Once the student has met participating institution qualifications, selected a dual credit course, completed the necessary paperwork, and received approval from the high school principal, the dual credit application will be submitted to

Timeline for Dropping Dual Credit Course

FWISD Timelines

credit courses successfully completed will receive weighted credit. **Failing a required course may endanger graduation.**

Dual Credit and University Interscholastic League (UIL) Eligibility

Dual credit courses are listed by the State Board of Education as being included in the list of advanced classes identified for no pass, no play exemptions for UIL competitions in the areas of English Language Arts, Mathematics, Science, Social Studies, Economics and Languages Other than English/World Languages. By law, a grade less than 70 in any of these classes does not affect a student's eligibility. In addition, House Bill 208 states: "A student otherwise eligible to

Communicating with Parents

The online gradebook enhances parent communication. Phone calls, parent conferences, written notices, and/or progress reports remain the preferred method of communications.

Conferences

Report cards are only one of many means of communicating with parents. Conferencing with parents is another way. Conferences are useful to improve understanding and communication among teacher, student, and parent. A conference may be initiated by a parent, teacher, student, or administrator.

If a parent desires a conference with his or her child's teacher(s) to discuss the child's academic progress, the parent must contact the school office to schedule a meeting during the teacher's conference period. Parents must report to the school office prior to meeting with the teacher. All safety measures must be followed when visiting a campus.

To assure effective communication, any notice required by policy to be sent to the parent or guardian of a student shall be written in the language spoken by the parent or guardian. If the dominant language of the parent or guardians is a language other than English or Spanish, such notice will be written in the dominant language of the parent or guardian only if a suitable translation is available. To make arrangements for translations, call the Translation Services office at 817.814.2416

Progress Reports

The teacher should request and issue a progress report at each of the required reporting periods and in

Year-end grades are determined by averaging the two semester grades.

Courses earning high school credit that are taken at middle school are recorded and averaged in accordance with EI (LOCAL). Credit for high school courses taken at middle school will count towards high school graduation credit requirements. The grades and credit earned will be noted on the academic achievement record upon successful completion of the course. Grades earned in high school courses while in middle school *might be included* in the calculation of the student's high school Rank Grade Point Average (GPA). See the section on calculating Class Rank for additional information.

Letter Grades

The Letters E, S, N, and U will be used to document conduct grades. Use the information below as a guide to help determine the conduct grade:

E – Excellent – Observes rules consistently

S – Satisfactory – Observes rules frequently

N – Needs Improvement – Observes rules infrequently

U – Unsatisfactory – Seldomly observes rules

The teacher must notify the parent before lowering the conduct grade to an “N” or “U”.

- x N – The progress report may serve as documentation that the student’s parent was notified.

Earning Course Credit

A middle school student advances to the next grade if the student has an overall average of 70 in all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

A student in grades 9 – 12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above and the attendance requirements are met.

Beginning with the 2018-2019 school year, when a student fails one semester of a two-semester course, the District will award credit for both semesters if the student passes the other semester with a grade high enough so that the combined average of the two semesters is 70 or higher.

The grades earned must be within the same school year. The school year is defined as the fall semester, spring semester, and summer session.

Examples:

Semester 1	Semester 2	Average	Credit Earned	EOC Course	Options to Regain Credit
Pass (80)	Fail (68)	Pass (74)	1.0 credit for full year	Pass	No other action is required
Pass (70)	Fail (68)	Fail (69)	0.5 credit for first semester	Fail	Retake second semester and the EOC (web-based curriculum may be used for certain courses)
Fail (68)	Pass (80)	Pass (74)	1.0 credit for full year	Fail	Retake EOC exam
Fail (68)	Pass (70)	Fail (69)	0.5 credit for second semester	<i>Not an EOC Course</i>	Web-based curriculum program, <i>Credit By Exam</i> , or retake first semester

Display of Grades on Report Cards

All grades are displayed as whole number percentages on the report card. If the average results in a mixed number with a fraction of 0.5 or higher, the average will be rounded to the next higher whole number.

The grading scale showing the equivalent letter grade is displayed at the bottom of each report card.

Effect of Excessive Absences on Course Grades

Excessive absences are noted on the student's transcript with an * placed by the course grade.

Fine Arts

SE

S1

S2

Beginning with students entering sixth grade in the 2018-2019 school year, grades earned in AP courses taken in middle school will be included in the calculation of high school GPA and class rank.

GPA-Exempt Courses

Beginning with first time freshman entering high school in the 2017 – 2018 school year, students may be eligible to take courses on a GPA-exempt basis. To be eligible, the student must:

- x Be a junior or senior, and
- x Have completed all prerequisite courses required for the GPA-exempt course, and
- x Complete the GPA-exempt Request Form and submit it to the appropriate counselor by the timeline established annually.

A qualifying junior or senior student can select up to two semester-long courses to take on a GPA-exempt basis each of those two years. See the Bulletin 100 for a complete list of courses.

Class Rank Beginning with the Graduating Class of 2024

The District includes in the calculation of class rank the eight highest eligible semester grades earned in high school courses taken in grades 9 – 12 in each of the following subjects only:

- x English Language Arts
- x Mathematics
- x Science, and
- x Social Studies

If the student has earned fewer than eight eligible semester grades in one or more of these subjects in grades 9 – 12, the District shall use eligible semester grades earned before grade 9, as necessary, for a total of eight grades in each of these subjects.

The calculation of class rank excludes grades earned in or by:

- x A local credit course;
- x A course for which a pass/fail grade is assigned;
- x Credit-by-Examination, with or without prior instruction;
- x Distance learning and traditional correspondence courses; and
- x Dual credit courses taken through a college with which the District does not have a partnership agreement.

For detailed information about the calculation of class rank, see the information on page 104 in the Bulletin 100 here: [Class Rank beginning with Class of 2024](#)

Weighted GPA

The District categorizes and weights courses as Tier I, Tier II, and Tier III in accordance with policy EIC (LOCAL). The Weighted GPA is used to determine local graduation honors and the highest-ranking graduate.

Tier I courses include Advanced Placement (AP) courses, International Baccalaureate (IB) courses, OnRamps courses, dual credit courses, any courses for which a Tier I course is a prerequisite, and other rigorous District-designated courses.

Tier II courses include high school Honors courses and other courses locally designated as honor courses.

Tier III courses include all other courses not designated as Tier I or Tier II courses.

The District converts semester grade points and calculates a weighted GPA in accordance with the following chart:

Weighted GPA Scale for the Class of 2022

Grade	TIER I	TIER II	TIER III
97 and above	5.0	4.5	4.0
94–96	4.8	4.3	3.8
91–93	4.6	4.1	3.6
87–90	4.4	3.9	3.4
84–86	4.2	3.7	3.2
81–83	4.0	3.5	3.0
77–80	3.8	3.3	2.8
74–76	3.6	3.1	2.6
71–73	3.4	2.9	2.4
70	3.0	2.5	2.0
69 or below	0	0	0

Weighted GPA Scale Beginning with the Class of 2023

Grade	TIER I	TIER II	TIER III
97 and above	5.0	4.5	4.0
94–96	4.8	4.3	3.8
90–93	4.6	4.1	3.6
87–89	4.4	3.9	3.4
84–86	4.2	3.7	3.2
80–83	4.0	3.5	3.0
77–79	3.8	3.3	2.8

Unweighted GPA Scale beginning with the Graduating Class of 2023

Students may not place out of any courses for which high school credit toward graduation is awarded unless the student takes a CBE certified by the FWISD. Should a parent challenge placement or request alternative placement(s) or examinations, the District may administer and recognize results of a test purchased by the parent or student from Texas Tech University or the University of Texas at Austin.

High School

Students entering the district, who have been homeschooled or are coming from unaccredited schools seeking placement/validation of grade level or coursework, may be placed in appropriate course or grade level based on the decision of a campus committee consisting of the principal, counselor, and classroom teachers. If a student is Limited-English-Proficient, the LPAC must work in collaboration with the campus committee to determine appropriate instructional

Procedures for Taking a CBE for Acceleration

1. Dates for Credit by Examination (CBE) testing for acceleration are published by the Collegiate Programming and Advisement (CPA) Office at the beginning of the school year.
2. Individual school campuses notify students via notices posted in the school, school announcements, and/or information sent home to parents.
3. Students contact their counseling office to register for CBEs and to complete the FWISD *Credit by Examination Student Registration Form* available on Collegiate Programming and Advisement webpage. A student may take a CBE for a particular course only once during each testing cycle and a total of two times. Counselor must verify and approve registration.
4. The District's CPA Department orders the CBEs and sets the site(s) for the examination(s) to be administered.
5. Parents receive a notification letter from the District's Collegiate Programming and Advisement (CPA) Office indicating the time and place designated for in-person test administration. The school counseling office also receives the information included in the parent notification.
6. The CBE is administered on the designated date and time or during testing window for online administration.
7. The CBE is sent to be scored.
8. The CBE scores are received by the District's Collegiate Programming and Advisement (CPA) Office and are provided to the campus counseling office.
9. Students receive a copy of their CBE results.
10. Counselor works with the Campus officer, Academic Achievement Record (AAR) technician for transcript history update in cases where credit is awarded.
11. The student's transcript is updated to reflect any credit(s) awarded. The CBE test score earned shall not be used for calculation of grade point average or in determining class rank, FWISD Policies EEJA and EEJB (LOCAL). CBE test scores are coded on the student's transcript with an (E) for each examination for acceleration or a (T) to note it is for credit verification when a CBE is used for credit retrieval.

Credit by examination shall not be used to gain eligibility for participation in extracurricular activities.



Distance Learning and Correspondence Courses

All Grade Levels

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television.

Resident students, students temporarily residing abroad, or out-of-school youth and adults are able to earn units by taking correspondence courses from another educational institution.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TxVSN), as described below, in order to earn credit in a course or subject, the student must receive written permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

All courses must have been approved by the Commissioner of Education and must include the state-required essential knowledge and skills. A school counselor must supervise the program.

Grades earned in these courses are recorded on the transcript but are not used in the calculation of GPA. Students in the 12th grade should complete these courses at least 30 days prior to graduation to be eligible for graduation at the end of the term.

Texas Virtual School Network (TxVSN)

The Texas Virtual School Network (TxVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. In addition, for a student who] denth / Ñ h

reclassification. Only courses counting toward state graduation credits are included; local credit courses do not count.

Reclassification occurs before the beginning of each school year, and in some special cases, at other times for state testing purposes or early graduation requirements.

Fort Worth ISD Grade Classification Foundation Plan with Endorsement		
All require 26 credits for Graduation		
	Grade Level Classification	Required State Course Credits
Foundation with an	9 – Freshman	0 credits
	10 – Sophomore	6 credits

Students currently enrolled in high school who have not earned the required credits needed to be on grade level and who have not been officially permitted in the Foundation High School Plan without an endorsement are to meet with their counselor to determine the various ways they may schedule courses to make up the needed graduation credits.

Junior – Senior Reclassification during the Sixth Six-Weeks

If a repeat 11th grade student, who did not have enough credits to be classified as a 12th grade student at semester, has earned the credits during the spring semester to still graduate in June, then the student will need to be reclassified to the 12th grade during the 6th six-weeks. This will allow the student to be included in the final graduation class total and receive a transcript marked as a 12th grade student. A grade change form will need to be completed and submitted to the data clerk for entry by the end of the 3rd week of the 6th six-weeks.

Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Endorsements are made up of at least four to five credits taken in a coherent sequence providing advanced or more in-depth knowledge and skills in a curriculum area. In Social Studies Arts and Humanities endorsements five social studies credits are required. A student may earn an endorsement by successfully completing:

Latin Honors

Local class rank Latin honors at each District high school will be awarded to students completing the foundation program with the distinguished level of achievement, as follows:

<i>Summa Cum Laude</i>	The top highest two percent of the graduating class
<i>Magna Cum Laude</i>	The next highest three percent of the graduating class
<i>Cum Laude</i>	The next highest five percent of the graduating class

Course Changes

Students may request a course change within the first ten days of school if on a traditional schedule or first five days of school if on a block schedule.

An Add/Drop request made after the tenth day of class (or after five days if on a block schedule), will result in a grade of 60 being reported on the transcript and calculated into the GPA unless there are extenuating circumstances approved by the school principal or designee.

For extenuating circumstances, a course request may be made after the deadline, but no later than the 2nd or 4th six-week grading periods, with or without penalty, as determined by the principal or designee. Course changes made after the 2nd or 4th six-week grading periods will result in a 60 posted to the student's transcript.

An Add/Drop form must be completed and approved by the school principal or designee.

Level changes within the same course are not considered add/drop requests.

For example, moving from Pre-AP English I to English I is a level change and would not result in a penalty. UIL eligibility may be affected. Grades earned in Pre-AP or AP courses will be transferred to the academic course without any adjustment after the 10-day (or 5 day for block schedule) deadline.

Grades earned in the first three weeks of a dropped class can affect UIL eligibility.

A change to a course requires the student to assume the responsibility for the content of the entire course on the final examination.

For dual credit course changes, please see the Dual Credit section.

Placement of Students Entering the District

Accredited Schools

The parent or guardian of a student enrolling in the District from an accredited public, private, or parochial school must provide evidence of prior schooling outside the District. The student will be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal will determine final grade placement.

Accredited is defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner.

Non-Accredited Schools

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A student enrolling in a District school from a non-accredited public, private, or parochial school, including homeschools, will be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

- x Scores on achievement tests, which may be administered by appropriate District personnel.
- x Recommendation of the sending school.
- x Prior academic record.
- x Chronological age and social and emotional development of the student.
- x Other criteria deemed appropriate by the principal.

Before granting credit, the District shall validate, by a Credit by Exam (See CBE Section) or other evidence, that any course taken by a student at a non-accredited public, private, or parochial school meets State Board requirements. If the course cannot be validated, the student will retake the course.

Guidelines for All Students Transferring (l)6(fro)-2(m)5(a)-g[(l)6(fro)-2(m)5(a)h2direW* n)

- x Students who wish to receive state credit for a course that cannot be equated with a FWISD course may apply to take the credit-by-examination test when available.
- x Counselors who cannot make proper determinations for courses should contact the Guidance and Counseling Department.

Campus Plan for Transfer Students

When a student transfers, the best effort should be made to place the student in an equivalent class. If an equivalent class is not available on the receiving campus, a committee needs to be convened to devise a plan for the student to earn credit to complete the semester with courses offered in the FWISD school system.

A campus plan is to be devised by a committee comprised of the principal or designee, a counselor, and the teacher who will be working with the student for semester course credit completion. Based on policy EIA (LOCAL), teachers and other personnel are to work with the student so that the student is provided opportunities to complete course work needed to show relative mastery of the course objectives.

A receiving campus plan is to be devised for a student transferring into a District high school when any of the following conditions warrant such a planning process:

1. A student transfers into a District high school at the beginning of the second six-weeks of the school year, missing the first six-weeks of FWISD instruction.
 - a. If the student was in another Texas public or charter school, the grades will be recorded under the first grading cycle, and the student will be placed in an equivalent class to continue the course.
 - b. If the student was not attending school at the beginning of the school year prior to enrolling in FWISD, the student will not be penalized under the attendance rules but will be expected to be accountable for mastery of the TEKS by the end of the course in order to receive credit for the course. Because the District curriculum spirals and builds upon the TEKS from the beginning of the year, the TEKS the student missed are often reviewed throughout the semester. Even though the student has not been in attendance since the beginning of the year, the student has not missed these TEKS.

Grades are to be recorded for each six weeks the student is enrolled, and those grades will be averaged for the semester grade. The missing first six-weeks grade due to late enrollment is not recorded as a zero.

At the end of the high school year, the student's final average is figured semester by semester.

course, he/she would need to request the AP course syllabus and assignments. He or she would also be responsible for keeping up with assignments in the AP class. When the student returns to the home school, to demonstrate relative mastery of the AP course objectives, the student will need to make up missed major assignments, necessary quizzes and/or tests. He/she must maintain the course work for the remainder of the year to be awarded AP course credit by demonstrating relative mastery of the AP objectives through the remaining class work assignments, examinations and/or the AP test score. The teacher would consider all the AP class six-weeks grades, which will include examinations to determine the student's relative mastery of the AP class.

The teacher of record at the end of the semester is required to provide the grade for the semester. If the student is at Metro/or another alternative setting at the end of the semester, regardless of the time at Metro, then only only2(o)-3(, th)-3(e)m0 g

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alternative assessments and special instructional methods should be used as appropriate and should be dependent on the level of English language proficiency of the student.

At the high school level, credit may not be denied solely because special assessments and/or methods were used to provide the EL student opportunity to demonstrate his/her knowledge of or skill in a subject.

Right of Access to Student Records, Curriculum Materials, and District Records/Policies

Parents have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to the parent's child.

A Parent is also entitled to request that the school allow his/her child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the child's teacher. [EF (LEGAL)]