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Standard Operating Procedures

Grading and Reporting Handbook

APPROVED: 10.1.2020

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Grading and Reporting Handbook
Policy Cross Reference Sheet

This handbook is an administrative procedure of the District and subject to policies adopted by the Board of Trustees. In case of conflict between administrative procedures and Board policy, policy shall prevail.

Date of Superintendent Approval: _8-10-23_ _CW_

Version Number: (i.e. "2019.1") _____2023.1_____

The contents of this handbook relate to the following Board policies:

Policy	Title	Page(s)
EIA (LOCAL)	Academic Achievement – Grading/Progress Reports to Parents	*
EIE (LOCAL)	Retention & Promotion	*
EIC (LOCAL)	Class Rank	*
EF (LEGAL)	Instructional Resources	*
EI (LEGAL)	Academic Achievement	*
FEC (LEGAL)	Attendance for Credit	*

* The above-listed policies relate to areas in which grading and reporting is necessary. This handbook speaks directly to same.

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INTRODUCTION

Philosophy

The Board believes in developing students as owners of their learning. To promote student ownership and ensure academic integrity, grades communicate first to students and second to parents and other educational partners each student's progress toward fulfilling the District's vision.

Note:

"Educational partners" includes individuals, business and industry partners, higher education institutions, and community partners whom students, parents, or the District designates for access to grades in order to promote student success.

Grading Guidelines – All Grade Levels

Standards for Mastery
Retention and Promotion standards are defined in policy. [EIE LOCAL]

General Grading Guidelines
Classroom teachers shall collaborate in professional learning communities to identify which priority standards will be graded in each unit. In the unit design process, teachers should refer to the Scope and Sequence and learning progressions in the FBISD curriculum to identify both the content and timeline for grades.

In order to assess a student's progress towards mastery there should be a balance between assignments called products, performances, and processes. Each product, performance, or process should align with the depth of knowledge (DOK) of the standards and to the learning progressions within the written curriculum in order to measure student knowledge and skills using various modalities.

The chart below provides definitions and examples of products, performances, and processes:

Products	Performances	Processes
An authentic creation that shows the student's current level of understanding	*A task that allows the student to demonstrate their understanding of standard(s)*	*The physical and/or metacognitive steps and procedures underlying a particular ability or task when learning a new skill*
Written summaries Project-based learning Scientific Explanation using the CER framework Artwork	Reading behaviors Oral responses Debate Musical, theatrical, or dance performances	Think aloud about how to solve a math problem Student teaching a lesson The steps used in a science experiment Performing arts practice strategies
Schoology Assignment Schoology Discussion Schoology Media Album One Drive Assignment (Word, Excel, PPT) One Note Class Notebook Microsoft Forms Flipgrid Art portfolios	Flipgrid Schoology Conference WeVideo (student created) Schoology Discussion (audio/video responses) SmartMusic or Schoology recorded assignments	Flipgrid Schoology Conference WeVideo (student created) Schoology Discussion (audio/video responses) Schoology Media Album (with parts of the process as separate images) One Drive Assignment (Word, Excel, PPT)

Assignments shall be given to determine student proficiency, yet not all assignments will be part of the students' grade. Teachers shall give students multiple opportunities to engage in learning experiences and participate in the feedback process prior to being graded. The assignments that are a part of the students' grade should be determined as part of the PLC planning process to allow students time for participation in the formative process.

Each assignment shall represent student learning on identified learning progressions and may not be counted in the gradebook more than one time. However, different standards can be assessed using the same assignment. For example, a student could receive multiple grades throughout the writing process likely resulting in different scores, but the teacher may not count the final draft twice. In situations where the same assignment is used for two grades, the gradebook shall designate the different standards that were assessed.

Attendance Requirements for Credit
In order to receive credit or a final grade for a class, a student is required to attend class 90 percent of the days class is offered regardless of whether the student's absences are excused or unexcused.

Time for Grade Reporting
Teachers will record grades using the Skyward electronic gradebook. Grading period timelines and reporting timeframes are standard across the district. The grading period and reporting timelines can be found in **Exhibit H**.

Teachers will post assignment grades within five (5) school days of the assignment due date. The campus principal or designee may grant extensions for posting timelines on special project(s) or research paper(s).

Conduct Grades
The areas of attitude, behavior, and tardiness shall not influence the academic grade. Reporting metrics at Elementary and Secondary are shown below.

- **Elementary:** For all of our students, we believe in a growth mindset to continuously improve in the areas defined by our Profile of a Graduate Attributes. The Profile of a Graduate Attributes are essential to our students' achieving futures beyond what they can imagine. Therefore, we want to provide feedback to our students related to their continuous growth towards exhibiting the grade level appropriate Profile of a Graduate Attributes. The Profile of a Graduate Attributes are aligned to the dispositions of learning and behavior that we want to grow within our students. The dispositions are aligned to the Learning Characteristics.

  Students will collaborate with the classroom teacher to determine conduct marks for the L earning Characteristics including attributes of Communication, Collaboration, and Skills for Life.

  The areas of attitude, behavior, and tardiness will not influence a student's academic grade. Elementary Conduct will be reported based on the Learner Characteristics defined in **[Exhibit A]**.

Attribute	Always (A)	Most of the Time (MT)	Some of the Time (ST)	Occasionally (OC)
Communication				
Collaboration				
Skills for Life				

  Teachers shall make parent contact prior to reporting 'OC' on the progress report or report Card.

  Students receiving 'A' consistently exhibits the success criteria for the identified Learner Characteristic. Students receiving 'MT' usually exhibits the success criteria for the identified Learner Characteristic.

Students receiving 'ST' intermittently exhibit the success criteria for the identified Learner Characteristic.
Students receiving 'OC' infrequently exhibit the success criteria for the identified Learner Characteristic.

- **Secondary:** The areas of attitude, behavior, and tardiness will not influence a student's academic grade. They will influence a student's conduct grades and be reported as E, S, N, or U.

  E – Excellent, **S** – Satisfactory, **N** – Needs Improvement, **U** – Unsatisfactory

  Teachers shall make parent contact prior to reporting a conduct grade of **N** or **U** on the report card in order to influence a change in behavior.

Grading Special Populations

- **Special Education**
  The classroom teacher shall accommodate and/or modify assignments according to the student's Individualized Education Plan (IEP). A student who accesses curriculum through modifications and/or prerequisite skills will complete a grade level assignment which has been modified based on needs outlined within his/her IEP. Grading of the assignments will be based on the grade-level rubric (or progressions) which has been modified by the teacher to accurately reflect the student's understanding of the skill with necessary adaptations to the assignment. Teachers may access guidance and sample lessons for students that receive special education services within the curriculum.

  A student's official report card and transcript do not indicate if the student receives special education services.

  State assessment decisions for students receiving Special Education services require ARD committee determination.

- **ESL/ Bilingual**
  Emergent Bilingual (EB) students participating in the ESL and or Bilingual program must be provided linguistically accommodated instruction in the knowledge and skills of the foundation and enrichment curriculum. Bilingual and ESL program instruction must be commensurate with the student's levels of English language proficiency. In accordance with TEC Chapter 74.4, the classroom teacher shall provide linguistic accommodations on each assignment to ensure accurate measure of the student's proficiency. If a teacher has and identified EB student that fails his/her course, that teacher must have evidence that linguistic accommodations were provided to the student commensurate to the EB students' language proficiency level. In the Bilingual program, assignments must align with the language of instruction.

  Appropriate accommodations may include opportunities for students to demonstrate proficiency in various modes including, but not limited to, verbal response, graphic representations, and/or native language response.

Elementary Grading & Reporting

Official Grade Reports
Students and parents can access official grade reports via Skyward-Family Access, the online gradebook. These reports communicate students' progress towards proficiency in each grade level. Parents may set up and enter Skyward-Family Access using this guide. When calculating student grades, the Skyward gradebook is configured to round at each Term, Semester, and for the Final Grade.

Report Cards

(1) Reporting Periods
  Four grade-reporting periods will be defined by the instructional calendar.

(2) Grade Reporting
  Grades in all subjects or courses shall be reported to parents and students at the end of each grade reporting period. The report shall include the number of times the student has been absent. For students in special programs, a written report to parents must clearly specify the instructional level at which the student is functioning. Specific details related to each grade level/course are shown below:

- **In Grades Pre-K, Kindergarten, and 1st**, student proficiency in each competency will be determined using a published progression, available on the website.
- **In Grades 2nd – 5th**, student proficiency will be determined using a traditional grading scale. Student proficiency shall be reported using a 100 point system as outlined below:

Letter Grade	Range
A	90 – 100
B	80 – 89
C	70 – 79
F	Below 70

- **In Elementary Enrichment Courses** (Art, PE, Health, Music) student proficiency will be reported using two marks, S or N.

Mark	Explanation
S	Consistently Meets Standards/ Expectations
N	Not Progressing towards Standards/Expectations

(3) Type and Weight of Grades

- **In Grades Pre-K, Kindergarten, and 1st,** student progress will be assigned using three levels, Developing (DV), Progressing (PG), or Proficient (PF), as shown below. Students will receive a mark for each competency. **[EXHIBIT C]**

Developing (DV)	Progressing (PG)	Proficient (PF)
		Target - Grade level proficiency

- **In Grades 2nd – 5th**, grades for each grading period shall reflect the student's progress towards proficiency of identified priority learning progressions, which are aligned to the Texas Essential Knowledge and Skills. All grades will be weighted as follows:

  1. **Major Grades** will count as 50 percent of the student's grading period average.
     In accordance with policy EF (LEGAL), parents are entitled to review each test administered to their child after it is administered. A teacher may specify reasonable hours for such review.
  2. **Daily Grades** will count as 50 percent of the student's grading period average.

- **In Elementary Enrichment Courses** (Art, PE, Health, Music), student progress will be reported based on their performance on assignments using either S or N.

(4) Required Number of Grades
  The required number of grades per reporting period is shown below for each grade level:

- **In Grades Pre-K, Kindergarten, and 1st**, grades will be reported using one mark per competency. Students must have a minimum of 1 – 3 marks (opportunities to demonstrate proficiency) entered for each competency throughout the reporting period. **[EXHIBIT C]**
- **In Grades 2nd – 5th**, grades will be reported using a numerical average based on a minimum number of grades as shown in the chart below.

	Min. Major Grades	Min. Daily Grades
Language Arts and Reading	4 (2 reading; 2 language arts)	8 (4 reading; 4 language arts)
Social Studies	2	4
Math	3	6
Science	2	4

- In Language Arts and Reading, teachers shall indicate in the online gradebook whether the daily or major grade assessed reading or writing/language arts TEKS by including an R or W at the start of the assignment name.
- The results of the District Learning Assessments can be used as one daily grade in the term in which the assessment is provided. The determination to use this as a grade must be consistent within a grade level/content area PLC team.
- **In Elementary Enrichment Courses** (Art, PE, Health, Music) grades will be reported using an S or N. Students should have at least three daily grades per grading period in each course.

The required number of grades indicated in procedures shall be used throughout the entirety of the school year. If the district experiences significant loss of instructional days due to learning model transition delays or disaster related closures, the district will revisit the required number of grades at that time.

(5) Report Card Comments

At the end of each grading period, teachers shall enter narrative report card comments for each student. The narrative should be student specific, stated in a positive manner, and include:

- The student's academic and/or behavioral strengths as evidenced during the grading period
- A brief summary of the difference, if applicable, in the student's progress in reading versus language arts and writing
- If applicable, an indication of any areas for significant improvement needed to be on track for promotion. Parent contact prior to the report card must also be documented.
- See **[EXHIBIT G]** for sample report card comments.

(6) Transfer Grades

To assign grades to a transfer student the records from the previous school(s) should be included in calculations for the current grading period. In cases where the grade format does not align to FBISD grading scales, the District registrar shall be contacted to align grading scales.

If the records are unavailable and the child has been in attendance for less than (15) days, no grades will be reported on the report card. In the comments section, the number of days in attendance will be recorded on the report card and the teacher will include in the comments section of the report card "insufficient days enrolled to assign grades." If the transfer affects a grading period final grade, a grade change form shall be submitted once the transfer grades are received.

If the records are unavailable and the student has been in attendance for (15) days or more, the following should be used to determine the report card grade:

- Assign grade level written or oral work that can be assessed for grade reporting, and
- Place a grade on the report card and the number of days enrolled. Teachers will report in the comments, the portion of work on which the student is being graded and indicate in the comments, "this does not represent assignments from the entire grading period."

(7) Calculating Final Grades (Yearly Average) in 2nd – 5th: The yearly average shall be determined by averaging the report card grade for each grading period. Students must meet the 90% attendance rule per TEC 25.092 to promote regardless of final grade.

Progress Reports
During the fourth week, teachers shall provide parental notice through a deficiency report when a student is in danger of failing.

Conferences
The District shall identify as part of the District calendar two opportunities for elementary parent conferences during the year. Teachers shall provide parents with a set conference time where parents can request a conference related to student progress towards proficiency.

Makeup Work
The teacher is responsible for providing makeup work to a student with an absence. Teachers should allow the student, as a minimum, the same number of days, as he/she was absent to complete the work. In extenuating circumstances, teachers may provide extended time for completion of makeup work.

Reengagement
Reengagement is a necessary part of teaching to ensure all students have the opportunity to attain proficiency. Time for reengagement is allocated in the Scope and Sequence for each unit of instruction. Reengagement is comprised of both reteaching and reassessment.

- **Reteaching**

Reteaching is a necessary component for mastery of essential knowledge or skills. Reteaching must occur whenever a student has not mastered the objectives at the independent practice or assessment level. In all models, reteaching shall include feedback to students on where they are and where they need to go to attain proficiency.

  - Documenting Reteaching
    Teachers shall document reteaching when it is determined that a student did not master objectives. Documentation of reteaching may occur in the online gradebook and within teacher lesson plans.
  - Timeframe
    Teachers shall establish a reasonable timeline for reteaching content. Reteaching must occur prior to reassessment. In order to ensure that all students have access to reteaching, it must be provided during the school day.
  - Models for Reteaching
    Teachers may utilize whole group instruction for reteaching when more than 60% of the class does not master an objective. When fewer than 60% of the class does not master an objective, reteaching should occur in context of small group instruction.

    Assignment or test corrections do not constitute reteaching.

- **Reassessment**
  The decision as to how to reassess objectives that are retaught is the option of the classroom teacher. However, there must be evidence that reassessment has occurred. Reassessment procedures should be consistent across grade levels or the campus as determined at each campus. ***Reassessment is required for major grade assignments in which a student makes below a 75.*** *Student accommodations/ modifications shall be provided during reassessment in alignment with LPAC and ARD decisions.*

  - Documenting Reassessment
    Reassessment must be documented in the online grade book.
  - Timeframe
    Reassessment must follow reteaching according to an appropriate timeline to allow student acquisition of content. Reassessment must occur prior to the end of the grade reporting period.
  - Models for Reassessment
    Reassessment methods include, but are not limited to:
      - Additional assignments,
      - Demonstration/performance,
      - Discussion/review,
      - Observation,
      - Oral questioning with documented responses, or
      - Retesting.
    Reassessments cannot include assignment or test corrections or retaking the same

version/copy of an assignment/assessment.

- o Reassessment for Daily Grades
  Teachers may elect to provide students the opportunity to reassess concepts for daily grades as determined by student need in order to ensure that the grade represents the level of student understanding of concepts.
- o Reassessment for Major Grades
  Retesting guidelines apply to major grade assignments for each grading period. Students who receive a grade below 75, must be provided an opportunity, through retesting, to demonstrate proficiency. The process for retesting shall be consistent across grade level teams according to the campus guidelines.
    - ▪ Timeline
      An appropriate timeline for retesting must be determined and communicated to students. To allow for acquisition of content, retesting must be scheduled a minimum of two school days beyond the initial feedback. Additionally, major grades should be scheduled in the instructional calendar to allow time for retesting within the same grade reporting period.

    - ▪ Retesting
      The model of retesting in which teachers create an alternate assessment. The alternate assessment may include all objectives on the initial assessment or only those that were not previously mastered by the student. The format of the retest is the discretion of the teacher. Retesting cannot include test corrections or retaking the same version/copy of the initial assessment.

      When determining the grade from **retesting**, the following criteria must be followed:
      - Retesting may not reduce the initial grade,
      - Grade replacement shall include assigning students the grade earned, up to a 75, as shown in the chart below.

Retest Grade	Assigned Grade Change (retest)
Below initial grade	No grade change – initial score remains
Above initial grade and below 75	Replace initial score and score earned on retest
Above 75	Replace initial score with 75

Campus administrators shall review reassessment and retesting procedures for each team to ensure consistency.

Suspension
The District will not impose a grade penalty for makeup work after an absence due to suspension.

Middle School Grading & Reporting

Official Grade Reports

Official grade reports shall be provided to students and parents to communicate students' progress towards proficiency in each grade level. When calculating student grades, the Skyward gradebook is configured to round at each Term, Semester, and for the Final Grade.

Report Cards

(1) Reporting Periods

    Four grade-reporting periods will be defined by the instructional calendar (UIL Eligibility Calendar and UIL Exempt Course List) each year. **[EXHIBIT B]**

(2) Grade Reporting

    Grades in all subjects or courses shall be reported to parents and students at the end of each grade reporting period. The report shall include the number of times the student has been absent. For students in special programs, a written report to parents must clearly specify the instructional level at which the student is functioning.

- **In Grades 6th – 8th**, student proficiency will be determined using a traditional grading scale. Student proficiency will be reported using a 100-point system as outlined below:

Letter Grade	Range
A	90 – 100
B	80 – 89
C	70 – 79
F	Below 70

(3) Type and Weight of Grades

- **In Grades 6th – 8th**, grades for each grading period shall reflect the students' progress towards proficiency of identified priority learning progressions, which are aligned to the Texas Essential Knowledge and Skills. All grades will be weighted as follows:

    1. **Major Grades** will count as 50 percent of the student's grading period average. In accordance with policy EF (LEGAL), parents are entitled to review each test administered to their child after it is administered. A teacher may specify reasonable hours for such review. **Note:** Projects that are assigned as major grades shall include a timeline with checkpoints to support student success.

    2. **Daily Grades** will count as 50 percent of the student's grading period average.

(4) Required Number of Grades

- **In Grades 6th – 8th**, grades will be reported using a numerical average based on a minimum of (9) grades per course per grading period. In each course, students should receive (3) major and (6) daily grades. District Learning Assessments shall not be used

as a daily or major grade.

The required number of grades indicated in procedures shall be used throughout the entirety of the school year. If the district experiences significant loss of instructional days due to learning model transition delays or disaster related closures, the district will revisit the required number of grades at that time.

(5) Transfer Grades

To assign grades to a transfer student the records from the previous school(s) should be included in calculations for the current grading period.

If the records are unavailable and the child has been in attendance for less than (15) days, no grades will be reported on the report card. Teachers should select "NG" for no grade and complete a grade change form once transfer grades are received.

If the records are unavailable and the student has been in attendance for (15) days or more, the following should be used to determine the report card grade:

- Assign grade level written or oral work that can be assessed for grade reporting, and
- Place a grade on the report card.

(6) Grade Reductions

Grade reductions may be assessed for late assignments or in the event academic dishonesty occurs.

- **Late Work:**
  Late work will be accepted according to the campus guidelines to allow students to demonstrate proficiency. Late work guidelines shall be developed at the campus level, approved by the appropriate assistant superintendent, and followed by all teachers on that campus. Late work may result in a grade reduction. Campus late work guidelines shall be included in the course syllabus.
- **Academic Dishonesty:** All secondary students shall sign a pledge of integrity at the beginning of each year. The pledge shall serve as each students' commitment of integrity in academic work. **[Exhibit D]**

  Academic Dishonesty includes, but is not limited to:
  - Cheating or copying the work of another student.
  - Plagiarism, including use of artificial intelligence in preparing an assignment
  - Unauthorized access to written or electronic information
  - Utilizing artificial intelligence software to create and generate work that the student claims is their authentic work, and;
  - Unauthorized collaboration with another person in preparing an assignment or examination.

  If a teacher or supervising employee determines that a student has engaged in academic dishonesty, the student shall receive discipline and corresponding grade reduction as outlined in the Student Code of Conduct.

If a student has a grade reduction as a result of late work, missing assignments, or academic dishonesty, the teachers shall use direct communication strategies to inform parents. These direct communication strategies may include but are not limited to:

- Putting notes in the Skyward gradebook for the assignment – marked as late or missing.
- Sending an email directly to the parents of students with missing or late assignments.
- Calling parents when students are repeatedly turning in assignments late, have missing grades in the gradebook, or suspect the student has cheated on an assignment.

(7) Semester Exams & Calculating Yearly Average

- **Semester Exams Middle School Courses**
  Semester Exams will not be given at the end of the semester in middle school courses. Instead, an additional major grade for a total of (4) major grades will be added in the last grading period of the course.
  - *In semester courses*, the second grading period will include the additional major grade.
  - *In full year courses,* the fourth grading period will include the additional major grade.

  The additional major grade shall align to TEKS and include a rubric or checklist where a project or performance assessment is selected.

  Example of types of assessment that may be used are:
  - An individual's work in an authentic, project-based, collaborative learning experience,
  - Performance based assessment, and/or
  - Cumulative assessment of the semester content

- Campus Administrators shall monitor the type of assignment and establish a timeline/ calendar across content areas to ensure students are not overloaded. Selection of assessment type must be consistent across grade level teams.

- **To Calculate Yearly Average in Grades 6th – 8th, middle school courses** the yearly average shall be determined by averaging the first semester average (50%) and the second semester average (50%). Students must meet the 90% attendance rule per TEC 25.092 to promote to the next grade level regardless of yearly average.

- **Semester Exams High School Credit Courses** (taken in Middle School)
  All high school credit courses taken in middle school will assess students using a cumulative semester exam at the end of the first and second semester. Semester exams shall align to the curriculum and may include the use of multiple modalities to measure student proficiency. Semester exams shall be kept on file by the Department Head in each content area for a period of (1) year. Students taking a high school credit course in middle school will earn the GPA weight according to the level of the course taken. See EIC Local for impact to GPA.
  - Credit Recovery Courses: Students who participate in a credit recovery course will retain the original

and new grade on their official transcript and both grades will be used to calculate a student's GPA.

- **To [Calculate Yearly Average](#) in Grades 6ᵗʰ – 8ᵗʰ, high school credit courses** taken in middle school, the yearly average shall be determined using the same calculations as High School Courses. Students must meet the 90% attendance rule per TEC 25.092 to gain credit in the course regardless of yearly average.

Progress Reports
Written progress reports shall be distributed equally throughout each grade reporting period in accordance with the instructional calendar (UIL Eligibility Calendar and UIL Exempt Course List). **[EXHIBIT B]** In addition, teachers have the responsibility to provide parental notice when a student is in danger of failing after a progress report has been sent.

Conferences
Teachers shall provide parents with a set conference time where parents can request a conference related to student progress towards proficiency. In order to develop students as advocates for self, students may also request a conference with a teacher to discuss their progress.

Makeup Work
Teachers must have a system in place to provide a student the assignments that occurred during his/her absence or suspension. Students should be proactive in requesting makeup work from a teacher following an absence.

Teachers shall provide the student, as a minimum, the same number of days, as he/she was absent to complete the work. In extenuating circumstances, teachers may provide extended time for completion of makeup work.

Extra Credit
To receive extra credit, the work completed must be directly related to the curriculum, should be used for enrichment, and should not replace missing work. Extra credit should not be used to the extent that the grade does not accurately reflect the academic achievement of that student for the current grading period. Opportunities for extra credit shall be determined by the PLC team, consistent amongst the grade level/content area team, and offered to all students within the course.

Test Days
Teachers will work collaboratively in their academic teams to coordinate the scheduling of major tests and makeup test days. A campus may determine to establish a schedule for testing days across academic content areas to limit the number of tests a student will take on a given day.

Reengagement
Reengagement is a necessary part of teaching to ensure all students have the opportunity to attain proficiency. Time for reengagement is allocated in the Scope and Sequence for each unit of instruction. Reengagement is comprised of both reteaching and reassessment.

- **Reteaching**

  Reteaching is a necessary component for mastery of essential knowledge or skills. Reteaching must occur whenever a student has not mastered the objectives at the independent practice or assessment level. In all models, reteaching shall include feedback to students on where they are and where they need to go to attain proficiency.

- Documenting Reteaching

  Teachers shall document reteaching when it is determined that a student did not master objectives. Documentation of reteaching may occur in the online grade book and within teacher lesson plans.
- Timeframe

  Teachers shall establish a reasonable timeline for reteaching content. Reteaching must occur prior to reassessment. In order to ensure that all students have access to reteaching, it must be provided during the school day.
- Models for Reteaching

  Teachers may utilize whole group instruction for reteaching when more than 60% of the class does not master an objective. When fewer than 60% of the class does not master an objective, reteaching should occur in context of small group instruction.

  Reteaching is required for major grade assessments in which the student earns a score below 75. Assignment or test correction does not constitute reteaching.

- **Reassessment**

  Campus administrators shall review reassessment and retesting procedures for each team to ensure consistency within the team. Reassessment procedures should be consistent across grade levels or the campus as determined at each campus. There must be evidence that reassessment has occurred. ***Reassessment is required for major grade assignments in which a student makes below a 75.*** *Student accommodations/ modifications shall be provided during reassessment in alignment with LPAC and ARD decisions.*

  - Documenting Reassessment

    Reassessment must be documented in the online grade book.

  - Timeframe

    Reassessment must follow reteaching according to an appropriate timeline to allow student acquisition of content. Reassessment must occur prior to the end of the grade reporting period.
  - Models for Reassessment

    Reassessment methods include, but are not limited to:
    - Additional assignments,
    - Cumulative tests (unit, grading period),
    - Demonstration/ performance,
    - Discussion/review,
    - Observation,
    - Oral questioning with documented responses, or
    - Retesting.

    Reassessments cannot include assignment or test corrections or retaking the same version/copy of an assignment/assessment.
  - Reassessment for Daily Grades

    Teachers may elect to offer any student the opportunity to reassess a daily grade. Reassessment grades may replace the initial grade. The process for reassessment of daily grades shall be consistent across grade level teams according to the campus guidelines and must occur within the grading period in which the daily grade was initial earned in the course.
  - Reassessment for Major Grades

Retesting guidelines apply to major grade assignment for each grading period. Students who receive a grade below 75, must be provided an opportunity, through retesting, to demonstrate proficiency. The process for retesting shall be consistent across grade level teams according to the campus guidelines.

- ▪ Timeline

An appropriate timeline for retesting must be determined and communicated to students. To allow for acquisition of content, retesting must be scheduled a minimum of two school days after the results are provided from the initial assessment. Timely feedback shall be provided to the student following the reassessment. Additionally, major grades should be scheduled in the instructional calendar to allow time for retesting within the same grade reporting period.

Two models of retesting that may be used are:

- • Traditional Retesting

  A model of retesting in which teachers create an alternate assessment. The alternate assessment may include all objectives on the initial assessment or only those not previously mastered by the student. The format of the retest is the discretion of the teacher.

  - • Who is eligible: only students scoring <75%
  - • What is assessed: initial content (all or only non-masted objectives)
  - • Final Score: cannot be greater than 75%; retesting may not reduce the initial grade,

Retest Grade	Assigned Grade Change (retest)
Below initial grade	No grade change – initial score remains
Above initial grade and below 75	Replace initial score and score earned on retest
Above 75	Replace initial score with 75

- • Progressive/Cumulative Testing

  A model of retesting in which teachers retest previously assessed objectives by including them on the next comprehensive examination.

  - • Who is eligible: all students, independent of initial score
  - • What is assessed: new content, combined with some prior content (the assessment is cumulative)
  - • Final Score: Whatever the student scores on the cumulative assessment is the score for this assessment. If this score is higher than the previous assessment(s), it also replaces the score(s) of previous assessment(s).
    - • *For the last major grade of a grading period, if a student scores less than 75% on the comprehensive/cumulative test, traditional retesting will apply. The retest may include all objectives on the assessment being retested or only the objectives not mastered by the student. Reteaching is required prior to retesting. If the retest grade is higher than the assessment being retested, then the grade on the retest replaces the assessment being retested, up to a 75%.*

Suspension

The District will not impose a grade penalty for makeup work after an absence due to suspension.

High School Grading & Reporting

Official Grade Reports
Official grade reports shall be provided to students and parents to communicate students' progress towards proficiency in each grade level. When calculating student grades, the Skyward gradebook is configured to round at each Term, Semester, and for the Final Grade.

Report Cards
    (1) Reporting Periods

        Four grade-reporting periods will be defined by the instructional calendar (UIL Eligibility Calendar and UIL Exempt Course List) each year. **[EXHIBIT B]**

    (2) Grade Reporting

        Grades in all subjects or courses shall be reported to parents and students at the end of each grade reporting period. The report shall include the number of times the student has been absent. For students in special programs, a written report to parents must clearly specify the instructional level at which the student is functioning.

- **In Grades 9th – 12th**, student proficiency will be determined using a traditional grading scale. Student proficiency will be reported using a 100-point system as outlined below:

Letter Grade	Range
A	90 – 100
B	80 – 89
C	70 – 79
F	Below 70

- **For dual credit courses,** student proficiency will be determined using a traditional grading scale. The identified college partner sends a letter grade at the end of each course (end of the high school semester) and the high school campus registrar converts it to a numerical grade using the Fort Bend ISD conversion below.

Letter Grade	FBISD Conversion
A	96
B	86
C	76
D	70
F	59
FX	59

    (3) Type and Weight of Grades

- **In Grades 9th – 12th**, grades for each grading period shall reflect the students' progress towards proficiency of identified priority learning progressions, which are aligned to the Texas Essential Knowledge and Skills. All grades will be weighted as follows:

      3. **Major Grades** will count as 50 percent of the student's grading period average. In accordance with policy EF (LEGAL), parents are entitled to review each test administered to

their child after it is administered. A teacher may specify reasonable hours for such review. Dual credit courses will adhere to the partnering institution of higher education's FERPA policy.

4. **Daily Grades** will count as 50 percent of the student's grading period average.

- **For dual credit courses with a lab,** the grades will be weighted as follows:
  - o **Lab grade** will count as 40 percent of the student's grading period average.
  - o **Lecture grade** will count as 60 percent of the student's grading period average.
- **For dual credit courses without a lab,** teachers follow the identified college partner's requirements of weighting of grades rather than the Fort Bend ISD requirements.

(4) Required Number of Grades

- **In Grades 9th – 12th**, grades will be reported using a numerical average based on a minimum of (9) grades per course per grading period. In each course, students should receive (3) major and (6) daily grades. District Learning Assessments shall not be used as a daily or major grade.
  - **Progressive High School** offers an opportunity for students to gain credits at an accelerated in identified courses. Students can earn 0.5 credit in a nine-week grading period in these courses. A minimum of (12) grades; (3) major and (9) daily grades, will be required per nine-week grading period in these accelerated courses.
- **For dual credit courses,** teachers follow the identified college partner's requirements for number of grades rather than the Fort Bend ISD requirements.

The required number of grades indicated in procedures shall be used throughout the entirety of the school year. If the district experiences significant loss of instructional days due to learning model transition delays or disaster related closures, the district will revisit the required number of grades at that time.

(5) Transfer Grades

To assign grades to a transfer student the records from the previous school(s) should be included in calculations for the current grading period.

If the records are unavailable and the child has been in attendance for less than (15) days, no grades will be reported on the report card. Teachers should select "NG" for no grade and complete a grade change form once transfer grades are received.

If the records are unavailable and the student has been in attendance for (15) days or more, the following should be used to determine the report card grade:

- Assign grade level written or oral work that can be assessed for grade reporting, and
- Place a grade on the report card.

For dual credit courses, teachers follow the identified college partner's requirements for grades rather than the Fort Bend ISD requirements. Consultation with the campus and

district registrar may be required for individual circumstances.

(6) Grade Reductions

Grade reductions may be assessed for late assignments or in the event academic dishonesty occurs.

- **Late Work:** Late work will be accepted according to the campus guidelines to allow students to demonstrate proficiency. Late work guidelines shall be developed at the campus level, approved by the appropriate assistant superintendent, and followed by all teachers on that campus. Late work may result in a grade reduction. Campus late work guidelines shall be included in the course syllabus.
- **Academic Dishonesty:** All secondary students shall sign a pledge of integrity at the beginning of each year. The pledge shall serve as each students' commitment of integrity in academic work. **[Exhibit D**]

  Academic Dishonesty includes, but is not limited to:
    - Cheating or copying the work of another student.
    - Plagiarism, including use of artificial intelligence in preparing an assignment
    - Unauthorized access to written or electronic information
    - Utilizing artificial intelligence software to create and generate work that the student claims is their authentic work, and;
    - Unauthorized collaboration with another person in preparing an assignment or examination.

  If a teacher or supervising employee determines that a student has engaged in academic dishonesty, the student shall receive discipline and corresponding grade reduction as outlined in the Student Code of Conduct.

  For dual credit courses, teachers follow the identified college partner's requirements for grades rather than the Fort Bend ISD requirements.

  If a student has a grade reduction as a result of late work, missing assignments, or academic dishonesty, the teachers shall use direct communication strategies to inform parents. These direct communication strategies may include but are not limited to:
    - Putting notes in the Skyward gradebook for the assignment – marked as late or missing.
    - Sending an email directly to the parents of students with missing or late assignments.
    - Calling parents when students are repeatedly turning in assignments late, have missing grades in the gradebook, or suspect the student has cheated on an assignment.

(7) Calculating Semester Grades & Final Course Grades
- **Semester Exams**
  All courses in grades 9th – 12th shall assess students using a cumulative semester exam at the end of the first and second semester. Semester exams shall align to the curriculum and may include the use of multiple modalities to measure student proficiency. Semester exams shall be kept on file by the Department Head in each content area for a period of (1) year.

- **Semester Grades**
  - Semester Grades shall be determined using the percentages below:
    - First:

First Semester	1st Grading Period Average (42.5%)	2nd Grading Period Average (42.5%)	Semester Exam (15%)
Second Semester	3rd Grading Period Average (42.5%)	4th Grading Period Average (42.5%)	Semester Exam (15%)

- **Final Course Grades**

  Final Course grades shall be determined using a numerical average of the first and second semester grade. Students must meet the 90% attendance rule per TEC 25.092 to promote to the next grade level regardless of average.
  - Partial Course Credit:

    In courses where the final course grade is less than 70, the District shall award credit for the semester in which he/she earned the passing grade (70 or above). The student shall be required to retake only the semester in which he/she earned a failing grade. The student may elect to retake the entire course, especially where the course is a prerequisite for a higher-level course, or the course is a foundational course upon which higher-level courses build.
  - Grade Averaging – Full year courses

    In full year courses where a student's grade in one semester is failing (below 70) and the student has a final course grade of 70, credit for both semesters shall be awarded.

- **Dual Credit Course Grades**

  All dual credit courses, whether taught by FBISD staff or college faculty, are exempt from any FBISD mid-term grading policies (effective with the 2019-20 school year) due to the identified college partner ONLY reporting letter grades at the end of each semester in December and May.

- For the student to receive dual credit, the MOU with the partnering higher education institute states that the college will supply letter grades only to the high school registrar. Currently FBISD partners with Houston Community College (HCC). HCC only awards letter grades, which are used to calculate a college GPA on a 4.0 scale. There is not a + or – for the letter grades, only the letter (example: No A+ or A-, only A). The conversion for these letter grades is as follows:
  -

HCC Letter Grade	FBISD Grade for Course
A	96
B	86
C	76
D	70
F	59
FX	59

(8) GPA Calculations: Grades and the reporting of grades does have an impact on student's overall grade point

average (GPA). For grade point average calculations, see policy EIC.   For students that participate in advanced level courses, their grades will be weighted as follows. Students enrolled in on-level courses will not receive a weighted grade.

(9) Advanced Academic Courses (5 pts)
- Advanced Placement (10 pts)
- Dual Credit and OnRamps Courses
  - 10 pts for students in the graduating class of 2024 and beyond. Please see EIC Local
  - Any dual credit science courses with labs shall be counted as one district grade based on the conversion of 60% of the grade coming from the lecture course and 40% coming from the lab course. See Exhibit F for a grade conversion chart.
- GPA-Exempt Courses: Juniors and seniors shall be eligible to take specified courses on a GPA-exempt basis according to established guidelines [see EIC **(**LOCAL)]. Approved GPA-Exempt courses shall not be included when calculating a student's GPA.

(9) Credit Recovery Courses: Students who participate in a credit recovery course, will retain the original and new grade on their official transcript and both grades will be used to calculate a student's GPA.

Progress Reports
Written progress reports shall be distributed equally throughout each grade – reporting period in accordance with the instructional calendar (UIL Eligibility Calendar and UIL Exempt Course List). **[EXHIBIT B]**.

In addition, teachers have the responsibility to provide parental notice through when a student is in danger of failing after a progress report has been sent.

All dual credit courses, whether taught by embedded or adjunct faculty, are exempt from any FBISD mid-term grading policies (effective with the 2019-2020 school year) due to HCC ONLY reporting letter grades at the end of the course. Embedded staff do need to report attendance in Skyward, though grades are not required to be entered.

Conferences
Teachers shall provide parents with a set conference time where parents can request a conference related to student progress towards proficiency. To develop students as advocates for self, students should request a conference prior to a parent scheduling a teacher conference. To support this process, administrators shall provide teachers support via establishing schedules for conferences and articulating the process for conferences to parents.

- Student Led Conferences
  Student led conferences shall include the opportunity for student reflection, discussion and feedback, and goal setting. See **[EXHIBIT E]** for a resource to guide student led conferences. Student conferences shall be scheduled before or after school.

Makeup Work
Teachers must have a system in place to notify a student of an assignment that occurred during his/her absence. Students should be proactive in requesting makeup work from a teacher following an absence.

Teachers shall provide the student, as a minimum, the same number of days, as he/she was absent to complete the work. In extenuating circumstances, a teacher may provide extended time for the completion of makeup work.

Suspension

The District will not impose a grade penalty for makeup work after an absence due to suspension.

Extra Credit

To receive extra credit, the work completed must be directly related to the curriculum, should be used for enrichment, and should not replace missing work. Extra credit should not be used to the extent that the grade does not accurately reflect the academic achievement of that student for the current grading period. Opportunities for extra credit shall be determined by the PLC team, consistent amongst the grade level/content area team, and offered to all students within the course.

Test Days

Teachers will work collaboratively in their academic teams to coordinate the scheduling of major tests and makeup test days. A campus may determine to establish a schedule for testing days across academic content areas to limit the number of tests a student will take on a given day.

Reengagement

Reengagement is a necessary part of teaching to ensure all students have the opportunity to attain proficiency. Time for reengagement is allocated in the Scope and Sequence for each unit of instruction. Reengagement is comprised of both reteaching and reassessment.

- **Reteaching**

  Reteaching is a necessary component for mastery of essential knowledge or skills. Reteaching must occur whenever a student has not mastered the objectives at the independent practice or assessment level.

  - Documenting Reteaching
    Teachers shall document reteaching when it is determined that a student did not master objectives. Documentation of reteaching may occur in the online grade book or within teacher lesson plans.
  - Timeframe
    Teachers shall establish a reasonable timeline for reteaching content. Reteaching must occur prior to reassessment. In order to ensure that all students have access to reteaching, it must be provided during the school day.
  - Models for Reteaching
    Teachers may utilize whole group instruction for reteaching when more than 60% of the class does not master an objective. When fewer than 60% of the class does not master an objective, reteaching should occur in context of small group instruction. In all models, reteaching shall include feedback to students on where they are and where they need to go to attain proficiency.
    Reteaching is required for major grade assessments in which the student earns a score below 75. Assignment or test correction does not constitute reteaching.

- **Reassessment**
  Campus administrators shall review reassessment and retesting procedures for each team to ensure consistency. Reassessment procedures should be consistent across grade levels or the campus as determined at each campus. There must be evidence that reassessment has occurred. ***Reassessment is required for major grade assignments in which a student makes below a 75.*** *Student accommodations/ modifications shall be provided during reassessment in alignment with LPAC and ARD decisions.*

- o Documenting Reassessment

  Reassessment must be documented in the online grade book.

- o Timeframe

  Reassessment must follow reteaching according to an appropriate timeline to allow student acquisition of content. Reassessment must occur prior to the end of the grade reporting period.

- o Models for Reassessment

  Reassessment methods include, but are not limited to:
    - Additional assignments,
    - Cumulative tests (unit, grading period),
    - Demonstration/ performance,
    - Discussion/review,
    - Observation,
    - Oral questioning with documented responses,
    - Retesting.

  Reassessments cannot include assignment or test corrections or retaking the same version/copy of an assignment/assessment.

- o Reassessment for Daily Grades

  Teachers may elect to offer any student the opportunity to reassess. Reassessment grades may replace the initial grade. The process for reassessment of daily grades shall consistent across grade level teams according to the campus guidelines and must occur within the grading period in which the daily grade was initial earned in the course.

- o Reassessment for Major Grades

  Retesting guidelines apply to major grade assignment for each grading period. Students who receive a grade below 75, must be provided an opportunity, through retesting, to demonstrate proficiency. The process for retesting shall be consistent across grade level teams according to the campus guidelines.

    - Timeline

      An appropriate timeline for retesting must be determined and communicated to students. To allow for acquisition of content, retesting must be scheduled a minimum of two school days after the results are provided from the initial assessment. Timely feedback shall be provided following a reassessment. Additionally, major grades should be scheduled in the instructional calendar to allow time for retesting within the same grade reporting period.

  Two models of retesting that may be used are:

    - Traditional Retesting

      A model of retesting in which teachers create an alternate assessment. The alternate assessment may include all objectives on the initial assessment or only those not previously mastered by the student. The format of the retest is the discretion of the teacher.

        - Who is eligible: only students scoring <75%
        - What is assessed: initial content (all or only non-masted objectives)
        - Final Score: cannot be greater than 75%; retesting may not reduce the initial grade,

Retest Grade	Assigned Grade Change (retest)
Below initial grade	No grade change – initial score remains
Above initial grade and below 75	Replace initial score and score earned on retest
Above 75	Replace initial score with 75

- Progressive/Cumulative Testing

  A model of retesting in which teachers retest previously assessed objectives by including them on the next comprehensive examination.

  - Who is eligible: all students, independent of initial score
  - What is assessed: new content, combined with some prior content (the assessment is cumulative)
  - Final Score: Whatever the student scores on the cumulative assessment is the score for this assessment. If this score is higher than the previous assessment(s), it also replaces the score(s) of previous assessment(s).
    - *For the last major grade of a grading period, if a student scores less than 75% on the comprehensive/cumulative test, traditional retesting will apply. The retest may include all objectives on the assessment being retested or only the objectives not mastered by the student. Reteaching is required prior to retesting. If the retest grade is higher than the assessment being retested, then the grade on the retest replaces the assessment being retested, up to a 75%.*

EXHIBIT A – Learner Characteristics Elementary Conduct

Learner Characteristics PreK & Kindergarten

Effective Communicator – Profile of a Graduate
Communicate through self-expression, social engagement, and considering point-of-view

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can share my needs.				
I can share my feelings.				
I speak when it is my turn to share.				
I give others time to speak.				
I listen to others' ideas before I say what I think.				
Overall – Effective Communicator				

Collaborative Team Member – Profile of a Graduate
Demonstrates collaborative skills in contributing to teamwork, building relationships, and in refining and managing goals.

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can do a task with others.				
I can do a task while following my teacher's rules.				
I take my turn and give others a turn.				
I can make a goal for myself.				
Overall – Collaborative Team Member				

Equipped with Skills for Life – Profile of a Graduate
Exhibits skills that demonstrate respect, healthy life choices, and the ability to apply knowledge in productive ways.

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can take care of my things.				
I can tell the truth.				
I can follow directions.				
I can set goals.				
I can be nice.				
I can keep trying.				
Overall – Equipped with Skills for Life				

Learner Characteristics 1ˢᵗ & 2ⁿᵈ Grade

Effective Communicator – Profile of a Graduate
Communicate through self-expression, social engagement, and considering point-of-view

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can share my personal needs while working with others.				
I can share my feelings with others.				
I can give others time to speak in a conversation.				
I can pay attention and listen when others are speaking.				
I can listen to helpful comments from others without getting upset.				
Overall – Effective Communicator				

Collaborative Team Member – Profile of a Graduate
Demonstrates collaborative skills in contributing to teamwork, building relationships, and in refining and managing goals.

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can help my team do a task.				
I can share ideas with my team.				
I can show respect to needs of others on my team.				
I can show appreciation for help from others on my team.				
I can explain the goal my team has.				
I can work with my team to reach a goal that my teacher gives.				
Overall – Collaborative Team Member				

Equipped with Skills for Life – Profile of a Graduate
Exhibits skills that demonstrate respect, healthy life choices, and the ability to apply knowledge in productive ways.

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can show respect toward people and materials.				
I can do my best on my work.				
I can be honest.				
I can use feedback to set goals.				
I can keep trying even when it is hard.				
Overall – Equipped with Skills for Life				

Learner Characteristics 3rd & 4th Grade

Effective Communicator – Profile of a Graduate
Communicate through self-expression, social engagement, and considering point-of-view

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can share my feelings.				
I can explain my thinking to others.				
I can ask others to explain what they mean.				
I can listen to others' ideas.				
I can take constructive feedback.				
Overall – Effective Communicator				

Collaborative Team Member – Profile of a Graduate
Demonstrates collaborative skills in contributing to teamwork, building relationships, and in refining and managing goals.

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can help my team do a task.				
I can share ideas with my team.				
I can show respect to needs of others on my team.				
I can explain why my team has a certain goal.				
I can work with my team to reach a goal that my teacher gives.				
Overall – Collaborative Team Member				

Equipped with Skills for Life – Profile of a Graduate
Exhibits skills that demonstrate respect, healthy life choices, and the ability to apply knowledge in productive ways.

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can reflect on my behavior and positively adjust it when needed.				
I can submit quality work in a timely manner.				
I can show respect toward people and property.				
I can take responsibility for my actions.				
I can set goals and follow a plan to achieve them.				
I can persevere even when it is difficult and I don't feel like it.				
Overall – Equipped with Skills for Life				

Learner Characteristics 5th Grade

Effective Communicator – Profile of a Graduate
Communicate through self-expression, social engagement, and considering point-of-view

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can think of and ask questions to understand better.				
I can restate and summarize others' ideas.				
I listen well and respond respectfully to different points of view.				
Overall – Effective Communicator				

Collaborative Team Member – Profile of a Graduate
Demonstrates collaborative skills in contributing to teamwork, building relationships, and in refining and managing goals.

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can use positive actions or ideas to help my team with tasks.				
I can show respect to the needs of others in my group.				
I can help my group set goals.				
I can help my group reach goals.				
Overall – Collaborative Team Member				

Equipped with Skills for Life – Profile of a Graduate
Exhibits skills that demonstrate respect, healthy life choices, and the ability to apply knowledge in productive ways.

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can reflect critically on my behavior and use feedback to inform my future actions in a positive way.				
I can manage my time and work effectively.				
I can demonstrate honesty, integrity and responsibility in my choices.				
I can set goals and articulate my success criteria for achieving the goals.				
I can continue working toward goals even when I encounter obstacles and setbacks.				
Overall – Equipped with Skills for Life				

EXHIBIT B – 2023 – 2024 UIL Eligibility Calendar

2023-2024 TEA/UIL ELIGIBILITY CALENDAR

This document is intended to bring clarity to the eligibility calendar for UIL participants. Specifically be aware of the following issues:

➢ Grade periods for eligibility are seven (7) calendar days after the evaluation, with the exception of holidays.
➢ Students may lose/gain eligibility at the six weeks grading period.
➢ Students can regain eligibility at both the three weeks progress report and at the six weeks grade report.
➢ All students are academically eligible during Thanksgiving Break, Christmas Break and Spring Break holidays.

FORT BEND INDEPENDENT SCHOOL DISTRICT
2023-2024 TEA / UIL ELIGIBILITY CALENDAR

•	Friday	09/15	Evaluate All Students	(Progress Report #2)
•	Friday	09/22	Students gain/lose eligibility	(end of the school day)
•	Friday	10/06	Evaluate All Students	(Report Card #1)
•	Friday	10/13	Students gain/lose eligibility	(end of the school day)
•	Friday	10/27	Re-evaluate failing students from Report Card #1	(Progress Report #3)
•	Friday	11/03	Students may regain eligibility	(end of the school day)
•	Friday	11/17	Re-evaluate failing students from Report Card #1	(Progress Report #4)
○	THANKSGIVING BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE			
•	Monday	12/04	Students may regain eligibility	(end of the school day)
•	Friday	12/15	Evaluate All Students	(Report Card #2)
○	CHRISTMAS BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE			
•	Thursday	1/11	Students gain/lose eligibility	(end of the school day)
•	Wednesday	1/24	Re-evaluate failing students from Report Card #2	(Progress Report #5)
•	Wednesday	1/31	Students may regain eligibility	(end of the school day)
•	Wednesday	2/14	Re-evaluate failing students from Report Card #2	(Progress Report #6)
•	Wednesday	2/21	Students may regain eligibility	(end of the school day)
•	Friday	3/08	Evaluate All Students	(Report Card #3)
○	SPRING BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE			
•	Monday	3/25	Students gain/lose eligibility	(end of the school day)
•	Monday	4/08	Re-evaluate failing students from Report Card #3	(Progress Report #7)
•	Monday	4/15	Students gain eligibility	(end of the school day)
•	Friday	4/26	Re-evaluate failing students from Report Card #3	(Progress Report #8)
•	Friday	5/03	Students may regain eligibility	(end of the school day)

NOTE:
* ALL STUDENTS ARE ACADEMICALLY ELIGIBLE THROUGH THE SUMMER.

The following courses are identified as advanced and, as such, eligible for exemption as noted in section 33.081 of the Texas Education Code:

• Any College Board Advanced Placement (AP) Course or International Baccalaureate (IB) Course. and;

• Honors* and high school/college concurrent enrollment classes (that are included in Part One of the "Community College General Academic Course Guide Manual") in the subject areas of English Language Arts, Mathematics, Science, Social Studies, Economics or language other than English.

Course Name	Skyward Course Number
Anatomy and Physiology DC (A)	CH07PA
Anatomy and Physiology DC (A)	CH07PB
AP Computer Science	TA521/TA520, CST310/CST320
AP Computer Science Principles	CST300
Art 1 DC	FA013P
Art History - AP	FA911
Art History DC	FA911P/FA912P
BIM DC	CBU02P
Biology – AP	SC3513/3514
Biology DC	SC351P
Biology OnRamps	SC351T
British Literature I DC	EL64P1
British Literature II DC	EL64P2
Calculus - AP-AB	MA251
Calculus - AP-BC	MA351
Capstone Research	LP 201
Capstone Seminar	LP100
Chemistry – AP	SC3613/3614
Chinese IV – AP	FL641
Chinese V – H	FL651
College Algebra DC	MA555

College Algebra OnRamps	MA232T
College Transition DC	LP111
Economics DC	SS4561/4562
English III – AP	EL131
English IV – AP	EL141
English IV DC	EL642
English IV SM1	EL64D1
English IV SM2	EL64D2
English IV Rhetoric	EL142T
English Composition 1301	EL13P1
English Composition 1302	EL13P2
Environmental Science AP	SC411
European History AP	SS591
French IV – AP	FL241
German IV – AP	FL341
GT Advanced Studies H/GT	GT111
History of Art – AP	FA911
Human Geography – AP	SS4351/4352
Human Geography (WG)- AP	SS437
Independent Study Math D	MA5552
Japanese IV – AP	FL541
Latin IV – AP	FL441
Macroeconomics – AP	SS4511/4512
Medical Terminology DC	CHLOSP
Microeconomics – AP	SS4571/4572
Modern Physics	SC921
Multivariable Calculus	MA662

Music Theory – AP	FM122
Organic Chemistry	SC911
Personal Finance DC	SS532P
Physics C AP	SC3813/SC3814
Physics I AP	SC421
Physics II AP	SC431
Physics I OnRamps	SC342T
Pre-Calculus (required by statute)	MA242, MA241 (on level & Pre AP)
Pre-Calculus OnRamps	MA240T
Professional Communications DC	CAT385
Psychology – AP	SS5111/5112
Psychology DC	SS513
Sociology DC	SS523
Spanish IV – AP	FL141
Spanish V – AP	FL151
Statistics - AP	MA451
Statistics OnRamps	MA450T
Studio Art – 2D – AP	FA611
Studio Art – 3D AP	FA711
Studio Art – Drawing Portfolio – AP	FA811
Texas Government DC	SS922P
Touch System Data Entry	CBU02P
Touch System Data DC	CBU03P
US Government – AP	SS4411/4412
US Government DC	SS4461/4462
US History – AP	SS431
US History DC	SS436

US History I – DC SM1	SS43D1
US History II– DC SM2	SS43D2
US History OnRamps	SS432T
World History – AP	SS424

EXHIBIT C – Competencies (PK, K, 1)

Pre-Kindergarten, Kindergarten, and First grade Competencies are updated annually and are available on or before the teacher return to school date. Teachers can access the grading competencies and progressions in their grade-level Schoology Curriculum Groups, inside the red Grading Resources folder.

Parents can access the Pre-Kindergarten, Kindergarten, and First grade Competencies via the website and by requesting a copy from their child's teacher.
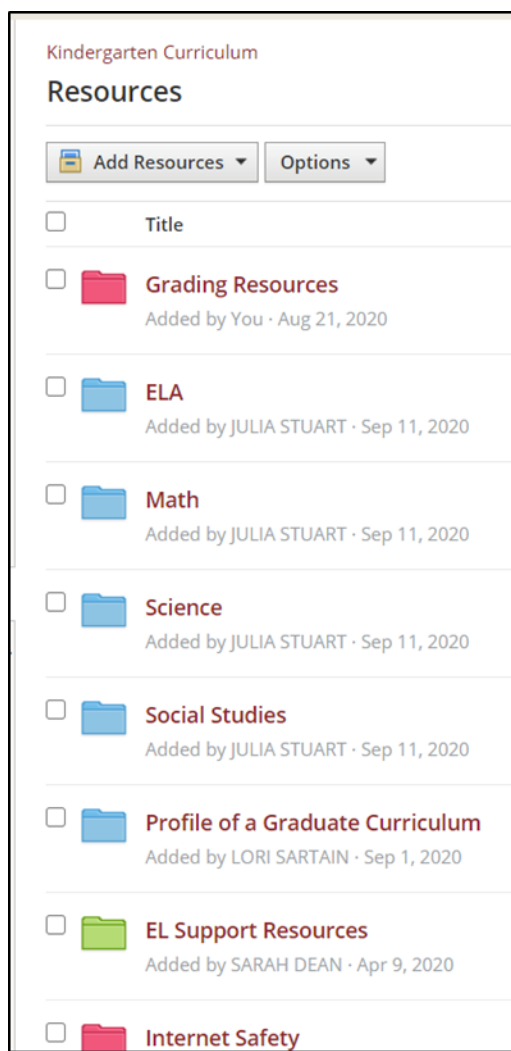
EXHIBIT D – Academic Integrity Pledge

Fort Bend ISD Integrity Pledge

The Vision of FBISD is to graduate students who exhibit attributes of the Profile of a Graduate.

A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is equipped with skills for life, a servant leader, an effective communicator, a critical thinker, a compassionate citizen, a collaborative team member and a life-long learner.

I, _____ as a Fort Bend ISD student, pledge to exhibit the traits of a graduate by demonstrating academic integrity and to avoid academic dishonesty.

- Cheating or copying the work of another student.
- Plagiarism, including use of artificial intelligence in preparing an assignment
- Unauthorized access to written or electronic information
- Utilizing artificial intelligence software to create and generate work that the student claims is their authentic work, and;
- Unauthorized collaboration with another person in preparing an assignment or examination.

The determination that a student has engaged in academic dishonesty shall be based on the judgement of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students, or other evidence. *Appeals on the judgement will be brought to a campus committee (Chapter 37) designated by the campus principal*.

Student Signature: _____ **Date:** _____

With this pledge, I understand that I shall be subject of grade penalties on assignments or tests and disciplinary

penalties, which may include disqualification from participation in academic awards/programs, in accordance

with the Student Code of Conduct and the Student Parent Handbook. Instances of academic dishonesty will have

an impact on academic awards/programs for the current and following school year.

EXHIBIT E – Student Led Conferences

The document below can be used by high school students to schedule a student led conference.

Student Conference Request

Student Name: _____   **Date of Request:** _____

I would like to request a student-initiated conference to discuss the following need:
_____ Academic Need   _____ Learning Environment   _____ Other

Use this space to describe the concern/topic:

What do you hope to accomplish in this conference?

Work Habit Reflection – *Consider your consistent work habits to complete the scale.*

Work Habits	Always	Some of the time	Rarely
I complete all assigned work within identified timelines.			
I actively engage in classroom discussions. *(asking questions and provided feedback as appropriate)*			
I can identify when I need help and articulate the need.			

PLEASE SELECT YOUR PREFERENCE FOR MEETING TIME:
Before school
After school

SECTION BELOW TO BE COMPLETED BY TEACHER ONLY

SCHEDULED DATE AND TIME OF CONFERENCE *(within 48 hours of date of request)*

Date: _____/_____/_____   **Time:** _____: _____

CONFERENCE NOTES:

NEXT STEPS:

EXHIBIT F – Grading Conversion Chart for Dual Credit Science Courses with a Lab

If HCC lecture grade (60%) is:	If HCC lab grade (40%) is:	The average is:	FBISD GRADE
A=96	A=96	96	A=96
A=95	B=85	91	A=96
A=95	C=75	87	B=86
A=95	D=70	85	B=86
A=95	F=59	80.6	B=86
B=86	A=95	89	B=86
B=86	B=85	85	B=86
B=86	C=75	81	B=86
B=86	D=70	79	C=76
B=86	F=59	74.6	C=76
C=76	A=95	83	B=86
C=76	B=85	79	C=76
C=76	C=75	75	C=76
C=76	D=70	73	C=76
C=76	F=59	68.6	F=59
D=70	A=95	80	B=86
D=70	B=85	76	C=76
D=70	C=75	72	C=76
D=70	D=70	70	D=70
D=70	F=59	65.6	F=59
F=59	A=95	73.4	C=76
F=59	B=85	69.4	F=59
F=59	C=75	65.4	F=59
F=59	D=70	63.4	F=59

| F=59 | F=59 | 59 | F=59 |

EXHIBIT G – Sample Elementary Report Card Comments

Student has been successful in reading with predicting what will happen next by using text evidence. In math, she has made great improvement using adding and subtracting to solve word problems. In ELA her goals for the next nine weeks are to add more details to in her writing and to connect her evidence to her claims about her reading. She is currently reading at the expected level for this time of year. In math, her goal is to analyze the context of word problems for multiplication and division before and after solving.

Student is helpful to others and gets along well with his peers. We are working on staying on task and transitioning to independent work. In Reading, he recognizes all letters and their sounds, and he is already reading text, but needs further assistance with comprehension. He needs to continue reading every day at home. After reading, you can ask him to tell you about what he read to practice comprehension. He is currently reading above the expected level for this time of year. In Math, he has mastered 2D and 3D shapes, representing numbers 0-5, and comparing numbers. However, he is still working on composing and decomposing, and we will continue practicing composing and decomposing during small group in class. We look forward to seeing student grow this year in Kindergarten. Keep up the great work!

Student has been working hard during the multiplication/division unit. She has mastered using different strategies to solve up to 4-digit multiplication problems. She is gaining more confidence with solving division problems using the area method. She continues to be hard working and motivated during reading and writing. She is currently reading at the expected level for this time of year. In writing, she can work on adding more elaboration and sensory details to her stories. At home, she can continue to read the books in her book bag nightly. Thank you for helping her be successful in 4th grade.

EXHIBIT H – Grading Timeline

2023-2024 Elementary Grading Timeline

| Grading Period | Description | Grading Period | | Post to Family Access |
		Start Date	End Date	Date
1	TERM 1	8/09/2023	10/06/2023	10/12/2023
2	TERM 2	10/11/2023	12/15/2023	12/15/2023
3	TERM 3	1/04/2024	3/08/2024	3/20/2024
4	TERM 4	3/18/2024	5/23/2024	5/23/2024

2023-2024 Secondary Grading Timeline

| Grading Period | Description | Grading Period | | Post to Family Access |
		Start Date	End Date	Date
1	PROGRESS REPORT 1	8/09/2023	8/25/2023	8/29/2023
2	PROGRESS REPORT 2	8/09/2023	9/15/2023	9/19/2023
3	TERM 1	8/09/2023	10/06/2023	10/11/2023
4	PROGRESS REPORT 3	10/11/2023	10/27/2023	10/31/2023
5	PROGRESS REPORT 4	10/11/2023	11/17/2023	11/28/2023
6	TERM 2	10/11/2023	12/15/2023	12/15/2023
7	PROGRESS REPORT 5	1/04/2024	1/24/2024	1/30/2024
8	PROGRESS REPORT 6	1/04/2024	2/14/2024	2/20/2024
9	TERM 3	1/04/2024	3/08/2024	3/19/2024
10	PROGRESS REPORT 7	3/18/2024	4/08/2024	4/12/2024
11	PROGRESS REPORT 8	3/18/2024	4/26/2024	4/30/2024
12	TERM 4	3/18/2024	5/23/2024	5/24/2024