



Grading & Reporting Handbook – Spring 2020

Grading & 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:  4-28-2020

Version Number: (i.e. "2019.1") 2020.1

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

Policy	Title	Page(s)
EIA	Academic Achievement – Grading/Progress Reports to Parents	*
EIE	Retention & Promotion	*

* 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

General Grading Guidelines

Teachers will provide instruction to students through Schoology based on identified focus TEKS as outlined in the FBISD Online Learning Content Guide (Exhibit A) to identify content and timeline. Teachers will report student's progress towards proficiency using Met Standard/Did Not Meet Standard.

*Numerical grades will not be recorded in Skyward for Spring 2020 Term 4.

In order to assess a student's progress towards proficiency, teachers should provide students opportunities to demonstrate proficiency on each identified focus TEK through a variety of products, performances, and processes.

Products	Performances	Processes
<i>An authentic creation that shows student's current level of understanding</i>	<i>A task that allows the student to demonstrate their understanding of standard(s)</i>	<i>The physical and/or metacognitive steps and procedures underlying a particular ability or task when learning a new skill</i>
Schoology Assignment Schoology Discussion Schoology Media Album One Drive Assignment (Word, Excel, PPT) One Note Class Notebook Microsoft Forms Flipgrid	Flipgrid Schoology Conference WeVideo (student created) Schoology Discussion (audio/video responses)	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)

Teachers will be monitoring student engagement and communicating frequently with parents of students' progress and proficiency level. Teachers will provide feedback to students on their progress throughout the online learning experiences related to the identified focus TEKS.

Time for Grade Reporting

Teachers will record Progress Report (Secondary) and Term grades using the districts electronic gradebook.

Conduct Grades

The areas of attitude and behavior will not influence a students' 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 (progressions) which has been modified to accurately reflect the student's understanding of the skill with necessary adaptations to the assignment.

ESL/Bilingual

English learners 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. ESL program instruction must be commensurate with the student's levels of English language proficiency. The classroom teacher shall provide linguistic accommodations on each assignment to ensure accurate measure of the student's proficiency. 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

Official grade reports shall be accessed via Skyward, the online gradebook, to students and parents to communicate students' progress towards proficiency in each grade level.

Report Cards

1. Reporting Periods

Term 4 (April 3rd – May 28th) will include two reports on student progress.

- a. Deficiency Report (related to student work from April 3rd – April 24th) for students who are consistently not meeting standard
- b. Final Report Card

2. Grade Reporting

Progress in all subjects or courses shall be reported to parents and students at the end of the progress report period if a student's performance in a core subject is consistently unsatisfactory. All parents and students will receive a notice of student's performance in each class or subject at the end of the year.

- a. The final grade in Term 4 for all **core subjects** shall be reported by overall student proficiency using Met Standard (M) or Did not Meet Standard (DNM).
- b. A final grade in Term 4 for all **enrichment courses** (Art, PE, Health, Music, STEM) will not be reported due to student engagement being encouraged and not required.

3. Type and Weight of Grades

- a. Student progress will be assigned using Met Standard/Did Not Meet Standard.
- b. For Term 4, assignments will not be categorized by daily and major grades.

4. Required Number of Grades

- a. In all **core subjects**, students should be provided a minimum of 2 – 3 opportunities to demonstrate proficiency toward the identified focus content (TEKS).
- b. In **enrichment courses**, student progress will not be reported.

5. Late Work & Academic Dishonesty

- a. Students shall have flexibility to complete work throughout the week rather than daily due dates. Teachers shall consider access to resources and ability to complete work in a timely manner when considering student work. There will be no penalty for late work submitted during Term 4.
- b. Academic Dishonesty includes but is not limited to:
 - i. Cheating or copying the work of another student,
 - ii. Plagiarism,
 - iii. Unauthorized access to written or electronic information, and;
 - iv. Unauthorized collaboration with another person in preparing an assignment or examination.

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

6. Calculating Final Grades: Student Proficiency (PreK,K,1)/Yearly Average (2nd – 5th)

- a. In **Grades Pre-K, Kindergarten, and 1st**, the final grade shall be reported by competency. An overall student proficiency shall be reported using Met Standard (M) or Did Not Meet Standard (DNM).
- b. In **Grades 2nd – 5th**, the yearly average shall be determined by averaging the report card grades from Term 1, Term 2 and Term 3.

Term 1 (33.34%)	Term 2 (33.33%)	Term 3 (33.33%)	Term 4 (Met/Did Not Meet Standard)	Final Grade – Average of T1, T2, T3
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Students who do not receive “Met Standard” in the 4th Grading period are subject to review and may be required to complete accelerated instruction in foundational courses.

7. Grade Repair

In a typical school year, a student has the opportunity to utilize their Term 4 grade to support promotion to the next grade level through grade averaging. As the District shifts grading practices in Term 4 due to COVID-19, teachers will offer grade repair to support students in demonstrating mastery of Term 3 content if the students’ Term 3 grade puts the student in jeopardy of failing the grade.

Campuses will work with PLCs to determine **grade repair plans** for students whose final course grade is failing due to failing T3 (passed T1 and T2 and because he/she failed T3, the student’s final course grade is failing). Grade repair is only for students in jeopardy of not promoting to the next grade level.

- a. Grade repair shall consist of both re-teaching and re-assessment on content from T3 in order to provide students an opportunity to repair the final average for T3. This differs from re-teaching/re-assessing on one assessment to replace one grade.
- b. **Re-teaching** of concepts must occur whenever a student has not mastered the objectives from the T3 grading period and is in need of grade repair.
 - i. Asynchronous learning shall be provided to students through Schoology to re-engage with the identified content a student needs to master prior to re-assessment.
 - ii. Synchronous opportunities shall be provided for students to engage with the teacher in small group instruction related to the identified content, when possible.
 - iii. Re-teaching should include feedback to students on where they are and where they need to go in order to attain proficiency.
- c. The decision as to how to **re-assess** objectives is the option of the classroom teacher. Reassessment practices should be consistent across grade levels or the campus as determined at each campus. *Student accommodations/modifications shall be provided during re-assessment in alignment with LPAC and ARD decisions.*
 - i. Re-assessment must occur prior to the end of the final grade reporting period.
 - ii. Models for re-assessment include but are not limited to:
 1. Additional assignments
 2. Demonstration/performance
 3. Discussions
 4. Observations
 5. Questioning with documented responses
 6. Teacher made checklist/rubric.

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

Campus Administrators shall review grade repair practices for each grade level or content area team to ensure consistency.

- d. Determining Grades using grade repair
 - i. When determining the grade for **grade repair**, the following criteria must be followed:
 - 1. Grade repair may not reduce the initial Term 3 grade.
 - 2. If a student demonstrates mastery on the grade repair opportunity, the student shall be assigned a T3 grade that supports a final course grade of a 70. ($T1+T2+T3 = 210$ for grade averaging) – see example below:

Student Grade Example: Prior to grade repair

T1	T2
70	71

T3	T4
61	Met Standard

Final Course Grade = 67

In order for the student's to grade to be repaired through grade average, they would need a 69 for T3. If the student demonstrates mastery on the grade repair opportunity, a grade change would be submitted for a 69 for T3. If they did not demonstrate mastery, T3 would remain as a 61. The grade for T3 can only be raised as high as a 69 because this is the grade needed to raise the final course grade to a passing grade as shown in the student grade example below after grade repair.

Student Example: After grade repair

T1	T2
70	71

T3	T4
69	Met Standard

Final Course Grade = 70

MIDDLE SCHOOL GRADING & REPORTING

Official Grade Reports

Official grade reports shall be accessed via Skyward, the online gradebook, to students and parents to communicate students' progress towards proficiency in each grade level.

Report Cards

1. Reporting Periods

Term 4 (April 3rd – May 28th) will include two reports on student progress.

- a. Progress Report (related to student work from April 3rd – April 24th)
- b. Final Report Card

2. Grade Reporting

Progress in all subjects or courses shall be reported to parents and students at the end of the progress report period. All parents and students will receive a notice of student's performance in each class or subject at the end of the year.

- a. The final grade in Term 4 for all **core subjects and high school credit courses** shall be reported by overall student proficiency using Met Standard (M) or Did not Meet Standard (DNM).
- b. A final grade in Term 4 for all **elective courses (non-high school credit)** will not be reported due to student engagement being encouraged and not required.

3. Type and Weight of Grades

- a. Student progress will be assigned using Met Standard/Did Not Meet Standard.
- b. For Term 4, assignments will not be categorized by daily and major grades.

4. Required Number of Grades

- a. In all **core subjects**, students should be provided a minimum of 2 – 3 opportunities to demonstrate proficiency toward the identified focus content (TEKS).
- b. In **elective courses (non-high school credit)**, student progress will not be reported.

5. Late Work & Academic Dishonesty

- a. Students shall have flexibility to complete work throughout the week rather than hard, fast, daily due dates. Teachers shall consider access to resources and ability to complete work in a timely manner when considering student work. There will be no penalty for late work submitted during Term 4.
- b. Academic Dishonesty includes but is not limited to:
 - i. Cheating or copying the work of another student,
 - ii. Plagiarism,
 - iii. Unauthorized access to written or electronic information, and;
 - iv. Unauthorized collaboration with another person in preparing an assignment or examination.

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

6. Semester Exams & Calculating Yearly Average

- a. Semester exams will not be given at the end of Semester 2.

- b. To calculate yearly average in **Grades 6th – 8th, middle school** shall be determined by averaging Term 1, Term 2, and Term 3 grades.

Term 1 (33.34%)	Term 2 (33.33%)	Term 3 (33.33%)	Term 4 (Met/Did Not Meet Standard)	Final Grade – Average of T1, T2, T3
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Students who do not receive “Met Standard” in the 4th Grading period are subject to review and may be required to complete accelerated instruction in foundational courses.

- c. **High school** credit courses shall follow the information outlined for high school credit.

7. Grade Repair

In a typical school year, a student has the opportunity to utilize their Term 4 grade to support promotion to the next grade level through grade averaging. As the District shifts grading practices in Term 4 due to COVID-19, teachers will offer grade repair to support students in demonstrating mastery of Term 3 content if the students’ Term 3 grade puts the student in jeopardy of failing the grade or course.

Campuses will work with PLCs to determine **grade repair plans** for students whose final course grade is failing due to failing T3 (passed T1 and T2 and because he/she failed T3, the student’s final course grade is failing). This process is not utilized to achieve a better grade in the course; for example: receiving a 90 in T3 instead of an 88.

- a. Grade repair shall consist of both re-teaching and re-assessment on content from T3 in order to provide students an opportunity to repair the final average for T3. This differs from re-teaching/re-assessing on one assessment to replace one grade.
- b. **Re-teaching** of concepts must occur whenever a student has not mastered the objectives from the T3 grading period and is in need of grade repair.
 - i. Asynchronous learning shall be provided to students through Schoology to re-engage with the identified content a student needs to master prior to re-assessment.
 - ii. Synchronous opportunities shall be provided for students to engage with the teacher in small group instruction related to the identified content, when possible.
 - iii. Re-teaching should include feedback to students on where he/she is and where he/she needs to go in order to attain proficiency.
- c. The decision as to how to **re-assess** objectives is the option of the classroom teacher. Reassessment practices should be consistent across grade levels or the campus as determined at each campus. *Student accommodations/modifications shall be provided during re-assessment in alignment with LPAC and ARD decisions.*
 - i. Re-assessment must occur prior to the end of the final grade reporting period.
 - ii. Models for re-assessment
 1. Additional assignments
 2. Demonstration/performance
 3. Discussions
 4. Observations
 5. Questioning with documented responses
 6. Teacher made checklist/rubric.

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

Campus Administrators shall review grade repair procedures for each grade level or content area team to ensure consistency.

d. Determining Grades (grade repair)

i. When determining the grade for **grade repair**, the following criteria must be followed:

1. Grade repair may not reduce the initial Term 3 grade.

If a student demonstrates mastery on the grade repair opportunity the student shall be assigned the T3 grade that supports a final course grade of a 70. ($T1+T2+T3 = 210$ for grade averaging) – see example below:

Prior to grade repair Student Example

T1	T2	S1
70	71	71

T3	T4	S2
61	Met Standard	61

Final Course Grade = 67

In order for the student's to grade to be repaired through grade average, they would need a 69 for T3. If the student demonstrates mastery on the grade repair opportunity, a grade change would be submitted for a 69 for T3. If they did not demonstrate mastery, T3 would remain as a 61. The grade for T3 can only be raised as high as a 69 because this is the grade needed to raise the final course grade to a passing grade as shown in the student grade example below after grade repair.

After grade repair Student Example

T1	T2
70	71

T3	T4
69	Met Standard

Final Course Grade = 70

HIGH SCHOOL GRADING & REPORTING

Official Grade Reports

Official grade reports shall be accessed via Skyward, the online gradebook, to students and parents to communicate students' progress towards proficiency in each grade level.

Report Cards

1. Reporting Periods

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- a. Progress Report (related to student work from April 3rd – April 24th)
- b. Final Report Card

2. Grade Reporting

Progress in all subjects or courses shall be reported to parents and students at the end of the progress report period. All parents and students will receive a notice of student's performance in each class or subject at the end of the year.

The final grade in Term 4 for all **core subjects** and **electives** shall be reported by overall student proficiency using Met Standard (M) or Did not Meet Standard (DNM).

3. Type and Weight of Grades

- a. Student progress will be assigned using Met Standard/Did Not Meet Standard.
- b. For Term 4, assignments will not be categorized by daily and major grades.

4. Required Number of Grades

In all **core subjects** and **electives**, students should be provided a minimum of 2 – 3 opportunities to demonstrate proficiency toward the identified focus content (TEKS).

5. Late Work & Academic Dishonesty

- a. Students shall have flexibility to complete work throughout the week rather than hard, fast, daily due dates. Teachers shall consider access to resources and ability to complete work in a timely manner when considering student work. There will be no penalty for late work.
- b. Academic Dishonesty includes but is not limited to:
 - i. Cheating or copying the work of another student
 - ii. Plagiarism
 - iii. Unauthorized access to written or electronic information
 - iv. Unauthorized collaboration with another person in preparing an assignment or examination

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

6. Semester Exams & Calculating Yearly Average

- a. **Semester exams** will not be given at the end of Semester 2.
- b. **Semester Grades** will be determined using the percentages below:

i. First Semester

1 st Grading Period Average (42.5%)	2 nd Grading Period Average (42.5%)	Semester Exam (15%)
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ii. Second semester

3 rd Grading Period Average (100%)	4 th Grading Period (Met/Did Not Meet Standard)
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Students who do not meet “Met Standard” in the 4th Grading period are subject to review and may be required to complete accelerated instruction in foundational courses.

c. **Final Course Grades**

- i. 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.

- ii. Full year courses

Final course grades shall be determined by the formula defined below:

Semester 1	Semester 2
67% of Final Grade	33% of Final Grade

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.

7. Grade Repair

In a typical school year, a student has the opportunity to utilize their Term 4 grade to support credit attainment through grade averaging. As the District shifts grading practices in Term 4 due to COVID-19, teachers will offer grade repair to support students in demonstrating mastery of Term 3 content if the students’ Term 3 grade puts the student in jeopardy of not attaining credit for the course.

Campuses will work with PLCs to determine **grade repair plans** for students whose final course grade is failing due to failing T3 (passed S1 and because he/she failed T3, the student’s final course grade is failing). This process is not utilized to achieve a better grade in the course; for example: receiving a 90 in T3 instead of an 88.

- a. Grade repair shall consist of both re-teaching and re-assessment on content from T3 in order to provide students an opportunity to repair the final average for T3. This differs from re-teaching/re-assessing on one assessment to replace one grade.
- b. **Re-teaching** of concepts must occur whenever a student has not mastered the objectives from the T3 grading period and is in need of grade repair.
 - i. Asynchronous learning shall be provided to students through Schoology to re-engage with the identified content a student needs to master prior to re-assessment.
 - ii. Synchronous opportunities shall be provided for students to engage with the teacher in small group instruction related to the identified content, when possible.
 - iii. Re-teaching should include feedback to students on where he/she is and where he/she need to go in order to attain proficiency.
- c. The decision as to how to **re-assess** objectives is the option of the classroom teacher. Reassessment practices should be consistent across grade levels or the campus as determined at each campus. *Student accommodations/modifications shall be provided during re-assessment in alignment with LPAC and ARD decisions.*
 - i. Re-assessment must occur prior to the end of the final grade reporting period.

- ii. Models for re-assessment
 1. Additional assignments
 2. Demonstration/performance
 3. Discussions
 4. Observations
 5. Questioning with documented responses
 6. Teacher made checklist/rubric.

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

Campus Administrators shall review grade repair procedures for each grade level/content area team to ensure consistency.

- d. Determining Grades (grade repair)
 - i. When determining the grade for **grade repair**, the following criteria must be followed:
 1. Grade repair may not reduce the initial Term 3 grade.
 2. If a student demonstrates mastery on the grade repair opportunity the student shall be assigned the T3 grade that supports a final course grade of a 70. ($S1 \times .67 + S2 \times .33 = 70$) – see example below:

Prior to grade repair Student Example

T1	T2	SE1	S1
70	71	84	73

T3	T4	S2
61	Met Standard	61

Final Course Grade = 69

In order for the student's to grade to be repaired through grade average, they would need a 69 for T3. If the student demonstrates mastery on the grade repair opportunity, a grade change would be submitted for a 69 for T3. If they did not demonstrate mastery, T3 would remain as a 61. The grade for T3 can only be raised as high as a 69 because this is the grade needed to raise the final course grade to a passing grade as shown in the student grade example below after grade repair.

After grade repair Student Example

T1	T2	SE1	S1
70	71	84	73

T3	T4	S2
64	Met Standard	64

Final Course Grade = 70

8. The Dual Credit Program represents a partnership between Houston Community College (HCC) and Fort Bend ISD. As the factors around the grading for the Spring of 2020 have evolved, the district has remained in contact with HCC to support our students and staff in continuing the dual credit opportunities. HCC has provided information regarding course completion and grading options. In order to align with Fort Bend ISD timelines for academic

progression and graduation, the following options are available for students participating in dual credit opportunities:

- a) **Withdrawal option:** students will have to make up the course in order to receive credit. For seniors, this means that the student will have to participate in the Senior Rescue program on Edgenuity in early May. Juniors will have to sign up for summer school or it could affect course choices for the senior year.
- b) **Requesting an Incomplete:** students will be given an allotted amount of extra time to complete the work. In order to not affect graduation, seniors will have until May 22nd to finish an incomplete. Juniors, sophomores, and freshman will have until June 30th to complete the course. Course selection and scheduling for the 2020-21 school year is dependent on successful course completion.
- c) **Pass/Fail:** students will receive a P or F on your FBISD transcript. Students that earn a P for Pass will receive credit for the course but no grade to go toward the GPA calculation. This choice will affect your NCAA status. The NCAA treats the Pass option as giving you the lowest passing grade, which for FBISD is a 70.
- d) **Keep the Numeric Grade:** The method for collecting and reporting percentage grades would remain the same for semester two. Students will receive the numeric grade in May and it will go toward the GPA calculation. If a student were enrolled in a course required for graduation, it would affect their ability to graduate.

College & Career Readiness Advisors, Dual Credit Liaisons, and Counselors will work with students to determine the option that best supports each student with maintaining graduation requirements and to remain on track with their personal graduation plan.

EXHIBIT A – FBISD Online Learning Content Guide

<Insert Grade level, Course, Content Name>

The purpose of the Online Content Guide is to provide teachers:

- a tool for planning online learning experiences for identified concepts,
- a definition of proficiency for each concept, and
- suggested methods to collect evidence of students' ability to demonstrate proficiency.

The proficiency criteria may need to be accommodated or modified according to a student's IEP. The proficiency criteria may need to be linguistically accommodated commensurate with the student's English language proficiency level. For clarification or questions, please contact your Special Education Specialist or ESL Coordinator.

Concept: Date Range:		
Standard(s)	What does proficiency look like?	Suggestions for Demonstrating Proficiency Provide students 2-3 opportunities
	List the priority "look fors" in student work that show proficiency (success criteria)	Provide one example of how students might demonstrate proficiency: Teacher provides a Schoology assignment with a word problem involving multi-step problems and fractions. Students complete the assignment on paper and upload a picture of their work to submit the assignment.

Concept: Date Range:		
Standard(s)	What does proficiency look like?	Suggestions for Demonstrating Proficiency Provide students 2-3 opportunities
	List the priority "look fors" in student work that show proficiency (success criteria)	Provide one example of how students might demonstrate proficiency: Teacher provides a Schoology assignment with a word problem involving multi-step problems and fractions. Students complete the assignment on paper and upload a picture of their work to submit the assignment.