

Bronte ISD - Grading Guidelines

Grading Philosophy

Quality work requires significant effort and is essential for evaluating student progress and mastery of learning objectives. Student work will include both daily practice and evaluative opportunities that consist of assessments, writing assignments, and performance products. These assignments are used to measure mastery of learning objectives.

Bronte ISD is committed to grading practices that support the learning process, encourage student success, and accurately reflect student progress toward mastery of the state standards, Texas Essential Knowledge and Skills (TEKS). Our beliefs about learning and grading practices are reflected in the following:

1. All students can learn.
2. There are many ways a student can learn.
3. Learning time frames are different for all students.
4. Errors are inherent in the learning process.
5. Assessment is a process for providing feedback that influences learning and instruction.
6. Grades should accurately reflect the mastery of the course standards (TEKS, Dual Credit, etc...)

Since all grading will be reflective of student learning, grades will not be inflated or deflated for student non-academic behaviors. Non-academic behaviors include, but are not limited to: attendance, attitude, bringing supplies or materials to class, incorrect headings, lack of neatness on an assignment that is legible, returning progress reports, etc... Even though these behaviors are important, they are not part of the academic standards and do not reflect mastery of academic standards. Reporting these non-academic behaviors is important and plays an important role and will be communicated in a form other than student grades.

Texas Education Code Section 28.0216 requires each district adopt its own grading policy, including provisions for the assignment of grades on class assignments and examinations. A district policy:

- *must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
- *may NOT require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
- *may allow a student reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

Bronte ISD Classroom Grading Policy

1. Secondary teachers (Grades 7-12) will take a minimum of 10 grades per six weeks.
 - a. Grading categories are Daily Assignments and Assessments.
 - b. A minimum of 6 grades must be daily assignments.
 - c. A minimum of 4 grades must be assessments. **Assessments are formative and summative.
2. Elementary teachers (Grades 2-6) will take a minimum of 8 grades per six weeks.
 - a. Grading categories are Daily Assignments and Assessments.
 - b. A minimum of 6 grades must be daily assignments.
 - c. A minimum of 2 grades must be assessments. **Assessments are formative and summative.
3. Elementary teachers (Grades PK-1) will assign grades per grading period that are standards based and on the following scale: E (90-100); S (80-89); N (70-79); U (60-69)
4. The minimum grade given on any assignment will be a zero.

5. An exam or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with BISD grading policy and guidelines. (TEC Section 28.0214)
6. Grades will not be changed without sufficient documentation from the teacher or computer error is posting the grade. The building principal must approve all grade changes.
7. If parents have questions about their student's grades at any point during the school year, they should call the school office to schedule a conference. They may also contact the teacher via school email.
8. Ascender Parent Portal is available to all Bronte ISD parents/guardians free of charge. This allows for continuous access to grades, attendance and discipline via the internet.
9. All advanced placement, dual credit, college, and GT courses are exempt from this policy. Students taking these courses will be informed of the specific grading policies the first week of school. When possible, a course syllabus will be provided.
10. Grades must be recorded within the same six weeks the assignment was due. Grades for summer assignments for specific courses must be recorded in the grade book in the first six weeks. The only exception is for checkpoint/benchmark assessments that occur late in the six weeks that require time for reteach and retest.

Late Assignments (Make-Up, Late Work, Suspension, Excused or Unexcused Absence)

11. With regard to late assignments, no matter the absence type, a student will have the same number of days absent from school to make up all the work. So, if a student is absent for two days, the student has two school days to make up their work. Further clarification: If a student misses Thursday and Friday, their make-up work is not due until the following Wednesday.
12. Acceptance of late work beyond the timeframe listed above is at the discretion of the classroom teacher.
13. Students that fail to turn in assignments by the end of the nearest 3 week grading period following #9 and #10 above, will receive a zero for the assignment as this becomes an academic eligibility issue.

Other Grading Considerations

Students must earn a passing grade in all classes each six weeks to be eligible for extracurricular participation during the next grading period. The only exception to this rule is students in AP, Honors, OnRamps or Dual Credit courses. Students in these classes may be granted a waiver; and the waiver can be granted only if the grade is 60 or higher. The waiver is allowed in one course per semester, and the waiver cannot be granted in the same course more than one time per year.

Grade Weighting

Elementary

Grade Level	Daily Grades Classwork & Homework	Assessments Formative & Summative
2-6th	60%	40%

Secondary

Grade Level	Daily Grades Classwork & Homework	Assessments Formative & Summative
7th - 8th	50%	50%
9th - 12th	40%	60%

Permanent Record

In accordance with Bronte ISD Board Policy, BISD has created a local policy stating that the district shall not record a grade lower than **50** in the permanent record of a student. (This does not apply to advanced placement, dual credit, college, and GT courses.)

Progress Reporting

Bronte ISD will share progress reports with students and parents at the three-week period of each six weeks. (TEC Section 28.022)

Report Cards

Bronte ISD report cards will be shared with students and parents after each six week grading period. The notice required must:

1. provide for the signature of a student's parent; and
2. be returned to the district. (TEC Section 28.022)

Class Rank

Class rank is a local district decision. Bronte ISD does and will identify junior and senior students in the top 10% of their class for the purpose of eligibility for automatic college admission to a Texas institution of higher education.

****Explanation of Assessments**

Formative Assessments help students learn and practice. They identify gaps in learning and are given frequently throughout the learning cycle. An exit ticket or quiz over a chunk of information in a large unit of study are examples of formative assessment.

Summative Assessments evaluate student performance at the end of the instructional unit. These are used to collect evidence of cumulative student knowledge, skill and performance.