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Foreword

Purpose of Grading

Grading serves the following purposes or functions:

Information: to inform parents and students regularly of the student's success in

The Grading System

Board Policy

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

Grading must reflect a student's relative mastery of an assignment,
A

Summative assessments may include unit tests, quizzes, chapter or skills tests, writing samples, individual/group projects, oral presentations, etc.

There should be a minimum of twelve grades documented each six weeks (two per week) in foundation curriculum areas: language arts, math, science, and social studies. There should be at least six grades given each three weeks. For grading periods with five weeks, there should be a minimum of ten grades documented. Grading periods with seven weeks, should include a minimum of 14 grades documented.

Benchmark tests are not to be used for grading purposes.

Posting of Grades in the Online Gradebook

Teachers are required to post grades in the online gradebook and provide feedback to students within five school days from the date the student submits an assignment. The date the student turns in the assignment is day 0.

Complex assignments, essays, or assignments that require extensive teacher feedback may require up to seven school days to return to students and post in the online gradebook. Any deviation from this procedure requires principal approval and notification to students.

Makeup Work Due to an Absence

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. The student will be allowed no less than one day for each day absent, but may be allowed more time depending on the assignment and at the teacher's discretion. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

Reassessments should occur within five school days from the date the test is returned with feedback to the student.

Teachers must include these guidelines within the course syllabus.

Re-teaching

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

- o If the teacher fails to notify the parent of the drop in the grade, the student shall be afforded the opportunity to make up the work.
- A student has excessive absences.
- A student's conduct is "N", Needs Improvement or "U", Unsatisfactory.

Required Communication When Student's Performance is Unsatisfactory

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At a minimum, the syllabus must contain:

- Weighting of categories that make up the total grade, as approved by the principal;
- Procedures for making up work when a student is absent;
- Procedures for redoing an assignment or retaking a test
- Attendance policies

Explanation of Numerical and Letter Grades

Numerical Grades

Numerical grades on a scale of 1- 100 will be used to evaluate student progress in the following academic areas: Language Arts, Reading, Spelling, Mathematics, Science, Social Studies, and Health.

Beginning with the 2019 – 2020 school year, the numerical grading scale for elementary students, middle school students, and high school students graduating in the class of 2023 and thereafter are shown below:

90 – 100	A - Above Average to Outstanding Progress
80 – 89	B - Satisfactory to Above Average Progress
70 – 79	C - Limited to Average Progress
0 – 69	F - Failing
I*	Incomplete/Failing

* The “I” is not an academic grade, but indicates incomplete work or required number of grades not complete, or a grade of 69 or below; therefore, students with an “I” are ineligible for extracurricular activities. (TEC 33.081)

Grades for Composition & Language and for Reading

The District’s elementary language program is designed to integrate listening, speaking, reading, and writing. These aspects of language ability and use develop simultaneously through natural language activities that require students to use the different language arts in combination. Therefore, the composition and language and the reading grades reflect a student’s ability to demonstrate all aspects of language acquisition in combination rather than student master of isolated skills. Growth in composition and language and in reading, then, is reflected in the quantity and sophistication of the student’s use of reading and writing processes to communicate effectively and appropriately in both oral and written language.

Spelling Grades

Spelling grades should reflect the degree of mastery of spelling core words appropriate to the grade level.

Grades for Physical Education, Art, Music, and Handwriting

Letter grades using the symbols of “E”, “S”, “N”, and “U” are used to evaluate student progress in physical education, art, music, and handwriting. A minimum of two letter grades are to be entered every two weeks.

Evaluations are to be based on the understanding of concepts, development of skills, and participation in activities during the instructional day. The teacher must notify the parent or guardian by email, letter to the home, phone call, or personal conference at the third week of each grading period when there is one letter grade drop from the previous six-weeks period or a failing grade in the current six-weeks grading period.

Explanation of Letter Grades

Symbol Entered into Focus and Seen on Report Card	Explanation
E-Excellent	Clearly outstanding; exceeds expectations and performs above and beyond the mastery of essential knowledge and skills
S- Satisfactory	Meets expectations; is mastering essential knowledge and skills.
N- Needs Improvement	Fails to meet expectations; clearly needs help to raise performance to master essential knowledge and skills.

U-

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N- Needs
Improvement

Overall fails to meet expectations following

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for Materials													
Listens Attentively	S	S	E	E	E	S							
Obeys School Rules	S	S	S	S	S	S							
			Respects Authority					S	S	S	S	S	S
			Talks at Appropriate Times					S	S	S	N	S	S
			Uses Acceptable/F1 c										

Display of Grades on Report Cards

Placement of Students Entering the District

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Conversion of letter grades to numerical grades for students transferring into the District with letter grades are as follows:

A+ = 99	B+ = 89	C+ = 79
A = 96	B = 86	C = 76
A- = 92	B- = 82	C- = 72
		F = 60

If a student is transferring from a Texas school district or Texas charter school and has a

the teacher of record. Exception(s) to these guidelines, where applicable, will be specified within the IEP.

4.

content, but the grade should not automatically be lowered because these scaffolds and language supports are used.

For students served in an English as a Second Language (ESL) program, teachers should determine grades by taking into account each student's level of English proficiency and by providing appropriate scaffolds and linguistic supports, both in instruction and in assessment situations (when possible), to enable students to demonstrate their understanding of content being taught. Grades should not automatically be lowered simply because scaffolds and language supports are used.

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

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

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

Honor Rolls

Any practice regarding honor roll is at the discretion of the principal. Parents and students should be made aware of these guidelines at the beginning of the school year.

Administration advises that principals use caution when establishing honor roll guidelines.

If an honor roll is established, it is advised that it have categories for which all learners have the opportunity to access:

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A conference must be held with the parent or guardian of any student who is recommended for retention at least 12 weeks prior to the end of the school year. The elementary teacher will recommend retention to the principal in writing and will include student progress data that supports the recommendation.

The teacher and/or the retention committee will make the determination of promotion or retention with approval by the principal. A student who continues to work below grade level may be placed at the next grade with a designation on the report card of "alternative placement."

The teacher or principal shall fully inform the parent or guardian that the student was not promoted, but alternatively placed at the next grade level.