A Guide to Grade Reporting – Secondary Schools

2022 - 2023 School Year Only

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Purpose of Grading

Grading serves the following purposes or functions:

Information: to inform parents and students regularly of the student's success in learning and mastery of local objectives and the Texas Essential Knowledge and Skills (TEKS).

Guidance: to promote and maintain desirable patterns of behavior and achievement and to identify areas of special ability as a basis for realistic student self-appraisal and for future educational and occupational planning.

Motivation: to encourage the student toward maximum achievement and realistic self-appraisal for future educational and occupational planning.

Administration: to provide data for use in educational planning and decision-making

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

The handbook:

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

For Example Only:

Category	Weight	Minimum # of Assignments Needed to Ensure that No One Assignment is Worth more than 20%
Daily Assignments	10%	1
Quizzes	25%	2
Labs	45%	3
Tests	20%	1

Semester Exams

All high school students are required to take a semester examination and/or complete a culminating activity in each course. The grade on the semester exam or culminating activity is worth 1/7 of the semester grade. Senior students may be exempt from taking second-semester final exams. See the *Semester Exam Exemption* section.

Middle school students enrolled in high school courses, except World Language courses, will be required to take a semester exam or complete a culminating activity. The semester exam or culminating activity will be worth 1/7 of the semester grade.

Semester Exam Exemptions

A senior student will be granted an exemption from taking a semester exam during the second semester (spring semester) if the student:

Has maintained a grade of 85 or higher in the course for the spring semester (calculated by averaging the 4th, 5th, and 6th six- Has maintaine Ecg thvity 41 (25.98 0 Td[(e s(v

Calculation of Semester Grades

The grade the student receives on the semester examination or culminating activity will be used to determine the semester grade for the course. The semester grade for students with six reporting periods will be calculated as follows:

1st Six Weeks Grade	2/7 of Semester Grade (28.5%)
2nd Six Weeks Grade	2/7 of Semester Grade (28.5%)
3rd Six Weeks Grade	2/7 of Semester Grade (28.5%)
Semester Exam	1/7 of Semester Grade (14.5%)

4th Six Weeks Grade	2/7 of Semester Grade (28.5%)
5th Six Weeks Grade	2/7 of Semester Grade (28.5%)
6th Six Weeks Grade	2/7 of Semester Grade (28.5%)
Semester Exam	1/7 of Semester Grade (14.5%)

The semester grade for students with nine reporting periods will be calculated as follows:

1st Nine Weeks Grade	3/7 of Semester Grade (43%)
2nd Nine Weeks Grade	3/7 of Semester Grade (43%)
Semester Exam	1/7 of Semester Grade (14%)

3rd Nine Weeks Grade	3/7 of Semester Grade (43%)
4th Nine Weeks Grade	3/7 of Semester Grade (43%)
Semester Exam	1/7 of Semester Grade (14%)

FOCUS will automatically calculate the semester grade based on the grades entered for each six-weeks grading period and the semester exam (or culminating activity) grade.

Item	Grade	Weight	Points
1st Six Weeks	92	2/7	

Redoing Assignments or Retaking Tests

Board Policy allows a student who receives a failing grade on a test or assignment, except for semester exams, the opportunity to redo the assignment or retake the test. The student or parent must initiate the request according to the following parameters:

The student and/or parent must request to redo an assignment or retake a test within five days from the earlier of the date the assignment or test was returned to the student or entered into the student grading system.

The student will be provided an opportunity for tutoring or re-teaching prior to retesting. This may occur during class time, before or after school, or at another time agreed upon by the teacher and student.

A teacher may require the student to complete missed homework, test corrections, or other items as part of the re-teaching process.

A student must redo the assignment or retake the test within five school days from the earlier of the date the assignment or test was returned to the student or the date the grade was entered into the student grading system.

A teacher may provide longer than five school days if necessary.

Assignments offered for redo or retaken tests may be different from the original assignment or test so long as the concepts/content assigned or tested are the same.

Re-testing or redo assignment guidelines do not apply to grades received due to failure to adhere to the established late work guidelines approved by the principal and disseminated to students.

Any retests will be administered on the campus.

The grade the student receives on the redone assignment or retaken test will be no higher than a 70.

A failed semester exam cannot be retaken.

If more than 50% of the students in a class fail to demonstrate mastery on a summative assessment, except a benchmark, a teacher is encouraged to reteach and retest the class. The higher of the two grades will be recorded. A student who passed

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

Teachers must include the guidelines above 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.

Students who take a dual credit course that substitutes for one of the required End-of-Course-Examination courses must take the corresponding STAAR EOC assessment.
For additional information regarding dual credit, contact the Choice and Collegiate Programming Office at 817.814.1545.

Student Eligibility and Registration

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

The student should review the class requirements and syllabus during the first week of the dual credit course. If at this time, the student determines that it is no longer feasible for him/her to complete the dual credit course requirements, the student should immediately seek counsel regarding his/her concerns. The student should immediately make an appointment with the counselor, as very prompt action may prevent dire grade consequences.

University Timelines

The student must immediately notify the university personnel and follow the required university procedures for dropping a dual credit course.

Each university has its own unique timeline for course withdrawal without a penalty.

Failure to contact the university and follow required procedures could result in a failing grade at the university, resulting in placement of the student on scholastic probation upon his/her return to the university.

Student Calendars

Early College High School approved calendars and Tarrant County College calendars may differ. The college calendar predominates; i.e., if the college is in session, students may need to attend college classes even during FWISD holidays and breaks.

Dual Credit Grades and Weighted Grade Points

The teacher-of-record for all dual credit courses will be noted as the campus Post-Secondary Success Specialist, unless taught by a credentialed FWISD instructor. In that case, the teacher of record will be the credentialed FWISD instructor. Dual credit grades for FWISD students participating in the Dual Credit Academy or an Early College High School will be reported by the instructors to the FWISD Dual Credit Coordinator at the end of each semester for verification, and then sent to the campus Post-Secondary Success Specialist. These grades will be processed by the campus data clerk.

Students who take approved FWISD dual credit courses on their own must bring an official college or university transcript to their campus once the course has been completed. Students must have the approval of their principal and campus Post-Secondary Success Specialist prior to taking a dual credit course on their own. The campus will record the student's official final grade on the student's Academic Achievement Record. A minimum grade of "D" (equivalent of a 70 or higher) on an official transcript is needed for award of credit. **Grades in dual credit courses will be used in computing the high school grade point average.** Approved FWISD dual credit courses successfully completed will receive weighted credit. **Failing a required course may endanger graduation.**

Dual Credit and University Interscholastic League (UIL) Eligibility

Dual credit courses are listed by the State Board of Education as being included in the list of advanced classes identified for no pass, no play exemptions for UIL competitions in the areas of

English Language Arts, Mathematics, Science, Social Studies, Economics and Languages Other than English/World Languages. By law, a grade less than 70 in any of these classes does not affect a student's eligibility. In addition, House Bill 208 states: "A student otherwise eligible to participate in an extracurricular or UIL activity is not ineligible because the student is enrolled in dual credit or concurrent enrollment courses, regardless of the location at which the course is provided."

Middle School Grade Reporting

Semester grades at middle schools

Letter Grades

Display of Grades on Report Cards

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

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

Effect of Excessive Absences on Course Grades

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

Fine Arts		SE	S1	S2	Av	Cr.
1051A	Honors Art 1A	H	*78		78	0.00
1051B						

Class Rank

Class Rank for the Graduating Classes of 2022 and 2023

The District includes in the calculation of class rank all grades earned in high school credit courses taken in grades 9 – 12.

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

- A local credit course;
- A course for which a pass/fail grade is assigned;
- Credit-by-examination, with or without prior instruction
- Grades earned prior to grade 9;
- Distance learning and traditional correspondence courses; and
- Dual credit courses taken through a college with which the District does not have a partnership agreement.

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

GPA-Exempt Courses

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

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

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

Class Rank Beginning with the Graduating Class of 2024

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

English Language Arts
Mathematics
Science, and
Social Studies

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

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

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

For detailed information about the calculation of class rank, see the information in the Bulletin 100 here: https://www.fwisd.org/Page/28168

Weighted GPA

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

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

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

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

The District converts semester grade points and calculates a weighted GPA in accordance with

Middle School

Students in grades 6 – 8 who have received prior instruction in previous courses may be placed into the appropriate course or courses based upon evidence from sources such as prior performance in the subject, teacher recommendations, and scores on locally administered tests and inventories. A campus committee consisting of the principal, counselor, and classroom

taking a CBE for purposes of acceleration. Transportation to and from the testing site is not

10. Counselor works with the Campus officer, Academic Achievement Record (AAR) technician for transcript history update in cases where credit is awarded.

11. The student's transcript is updated to reflect any credit(s) awarded. The CBE test score earned shall not be used for calculation of grade point average or in determining class rank, FWISD Policies EEJA and EEJB (LOCAL). CBE test scores are coded on the student's transcript with an (E) for each examination for acceleration or a (T) to note it is for credit verification when a CBE

12. is used for credit retrieval.

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

Distance Learning and Correspondence Courses

All Grade Levels

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

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

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TxVSN), as described below, in order to earn credit in a course or subject, the student must receive written permission from the principal prior

Texas Virtual School Network (TxVSN)

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

Depending on the TxVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment. Grades earned in these courses are recorded on the transcript but are not used in the calculation of grade point average.

Grade-Level Classification

After the ninth grade, students are classified according to the number of credits earned toward graduation. The following charts display the credits needed for classification and spring reclassification. Only courses counting toward state graduation credits are included; local credit courses do not count.

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

Fort Worth ISD Grade Classification Foundation Plan with Endorsement All require 26 credits for Graduation		
	Grade Level Classification	Required State Course Credits
Foundation with an Endorsement	9 – Freshman 10 – Sophomore 11 – Junior 12 – Senior	0 credits 6 credits 12 credits 19 credits
Foundation Without an Endorsement	12 – Senior	15 credits
	22 credits required for MSHP Graduation and for FHSP Graduation w/out an Endorsement	

The chart below is for:

Students who have repeated a grade level and have earned the required course credits for *spring semester* reclassification; or

Seniors who are on the Foundation High School Plan (FHSP) without an endorsement.

This grade reclassification will allow senior students to be included in senior meetings to receive relevant information needed to complete senior year activities and responsibilities. The deadline for grade level reclassification is *mid-January* in order to have testing coded correctly.

Fort Worth ISD Grade Reclassification – Spring Semester	
Grade Level Classification	Required State Course Credits Earned
9 – Freshman (repeaters)	
10 – Sophomore (repeaters)	
11 – Junior (repeaters)	

Graduation Program

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

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

State law and rules prohibit a student from graduating solely under the foundation graduation

internationally recognized license or certificate. The criteria for earning these performance

Valedictorian and Salutatorian – Local Honor & Criteria

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

1. A student transfers into a District high school at the beginning of the second six-

ii. Retake the course, or
iii. Enroll in a FWISD online course

An incomplete grade may not be carried over to a new school year. A code "I" for an Incomplete is available on the electronic grade card system, but not on the state transcript system (AAR Minimum Standards).

b. When a student is assigned to Metro Opportunity/or another alternative setting where a course is only offered as a regular level class, the student will lose the grade points for an honors level course if the semester is completed at Metro/or another alterative setting. There are no grade points assigned to cycle (six-weeks) grades. Only semester grades receive course points for the grade earned and thus will affect GPA points.

c. When a student moves from an AP class to a regular class, for example in English, the course will become a regular English course (for the time at Metro/or another alternative setting). The curriculum objectives are different for a regular English course vs. an AP English class. If the span of time the student is assigned to Metro, for example, includes most of the semester, the student returning to the home school will most likely go into the regular level class upon return.

If the student assignment to Metro/or another alternative setting is not an extended length of time (one six-weeks or less) and the student wants to retain the course as an AP course, he/she would need to request the AP course syllabus and assignments. He or she would also be responsible for keeping up with assignments in the AP class. When the student returns to the home school, to demonstrate relative mastery of the AP course objectives, the student will need to make up missed major assignments, necessary quizzes and/or tests. He/she must maintain the course work for the remainder of the year to be awarded AP course credit by demonstrating relative mastery of the AP objectives through the remaining class work assignments, examinations and/or the AP test score. The teacher would consider all the AP class sor6 cl ssst w-nm(ts)5 (,)-2 ()-1 (s)5.1 (1)(as)5-10 (A) (t)3 (e)7 (s)8 (t)

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Credit Recovery

A student who fails a course may retrieve credits multiple ways within the District. A student may:

Retake the class during the school year, or

	Passed Course?	Passed EOC?	Web-Based Curriculum Program Available?
Algebra I, English I, English II, US History, Biology	No	Yes	Yes
US History, Biology	No	No	No, must retake one or oke on 0 Tw 1

Acceleration for Over-Age Students

Web-Based Learning (WBL) or Academic Acceleration Initiative (AAI) for High School Students

The Web-Based Learning (WBL) program or Academic Acceleration Initiative is an initiative that started in the 2012-2013 school year. The program is utilized in all secondary schools and specialized campuses to support students with the ability to obtain high school credit, accelerate academically, and prepare for college entry-exams.

Students take courses using a web-based curriculum, following the guidelines in the district

Evaluation of Students With Special Needs

The Individual Education Plan (IEP) developed by the Admission, Review, and Dismissal (ARD) Com

alternative assessments and special instructional methods should be used as appropriate