



A Guide to Grade Reporting – Secondary Schools

2023 – 2024 School Year Only

Learning & Leading

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Foreword

Principals, Teachers, Administrators:

Evaluating student performance is a basic part of the educational process and calls for the highest level of professional skill and understanding. Texas Education Agency regulations stipulate that academic grades must reflect the degree of student mastery of the Texas Essential Knowledge and Skills (TEKS) for a subject or course.

These TEKS have been translated into District philosophies, goals, objectives, and scope-and-sequence documents in the Fort Worth ISD Curriculum. Per EG (or EH) and EIA LOCAL policies, each teacher shall be expected to use the FWISD provided curriculum documents in the planning of their daily lessons. Teachers are also to use FWISD adopted or approved instructional materials and resources. These curriculum guideposts, along with local board policies, form the basis for grading procedures. This guide will assist you in evaluating student progress and in making assignments of grades.

Philosophy

Given the premise that all children can continue to learn and increase their achievement, we believe that grading and reporting should focus on student growth and learning in a climate of high expectations. Instructional emphasis will be placed on the accomplishment of defined District goals. Grading and reporting are both formative and summative in nature and should utilize both formal and informal processes. Schools are accountable for structuring learning experiences, teaching processes, planning and evaluation, and utilization of materials, resources, and time to result in optimum student learning. Grading should provide clear and consistent feedback to students.

Tests and quizzes yielding numerical grades are only one way to evaluate student learning. Complete grading requires multiple assessment techniques, such as performances, portfolios, projects, presentations, teacher observation of developmental skills, work samples, learning logs, journals, surveys, interviews, simulations, and role-playing. Using a variety of evaluation strategies will elicit greater opportunities for students to demonstrate mastery.

Purpose of Grading

Grading serves the following purposes or functions:

- **Information:**

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 sufficient number of grades must be taken to support the grade average assigned,
- Guidelines for grading must be clearly communicated to students and parents, and
- A student must be permitted an opportunity to redo an assignment or retake a test (except a semester/final exam) for which the student received a failing grade.
 - o If the teacher fails to notify the parent of the drop in the grade below a 70 at the third week, as required, the student shall be afforded the opportunity to bring the grade up to passing.

Determining Grades

Grades for Coursework

In determining grades for a course, emphasis will be placed on the accomplishment of defined FWISD instructional objectives which are aligned to the Texas Essential Knowledge and Skills (TEKS) and Texas College and Career Readiness Standards. The FWISD-

For Example Only:

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:

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

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

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

3 rd Nine Weeks Grade	3/7 of Semester Grade (43%)
4 th 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
1 st Six Weeks	92	2/7	26.2
2 nd Six Weeks	85	2/7	24.2
3 rd Six Weeks	80	2/7	22.8
Final Exam or Culminating Activity	78	1/7	11.3
First Semester Grade			84.6 = 85

Calculation of Yearly Grades

Redoing Assignments or Retaking Tests

Board Policy allows a student who receives a failing grade on a test or assignment, except for

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.

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.

- When contacted by a student who is concerned about his/her dual credit course, the counselor should advise the student of the serious consequences of failing and/or dropping a dual credit course without following required procedures and timelines.
- Dual credit course grades are used in determining the student's Grade Point Average.
- Failure to earn at least a "D" grade (equivalent of a 70 or higher) in the dual credit course will deny the student high school equivalent credit for the designated high school course.
- Failure of credit for the high school equivalent to the dual credit course may cause the student to fail to meet the course graduation requirement.

Timeline for Dropping Dual Credit Course

FWISD Timelines

If the student has made the decision to drop the dual credit course on or before the college drop deadline, the Post-Secondary Success Specialist will work with the high school counselor to schedule the student into the appropriate high school course or high school credit retrieval program. The student will immediately begin attending the high school class with his/her dual credit grade.

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 an atgrlqudmars anarrvak-3 (,s3 (ty)5 (.)-2 ()TJ0 Tc 0 Tw ()TjEMC /P 4

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."

Communicating with Parents

The online gradebook enhances parent communication. Phone calls, parent conferences, written notices, and/or progress reports remain the preferred method of communications.

Conferences

Report cards are only one of many means of communicating with parents. Conferencing with parents is another way. Conferences are useful to improve understanding and communication among teacher, student, and parent. A conference may be initiated by a parent, teacher, student, or administrator.

If a parent desires a conference with his or her child's teacher(s) to discuss the child's academic progress, the parent must contact the school office to schedule a meeting during the teacher's conference period. Parents must report to the school office prior to meeting with the teacher. All safety measures must be followed when visiting a campus.

To assure effective communication, any notice required by policy to be sent to the parent or guardian of a student shall be written in the language spoken by the parent or guardian. If the dominant language of the parent or guardians is a language other than English or Spanish, such notice will be written in the dominant language of the parent or guardian only if a suitable translation is available. To make arrangements for translations, call the Translation Services office at 817.814.2416

Progress Reports

The teacher should request and issue a progress report at each of the required reporting periods and in the following instances:

- » A student's grade has dropped more than 10 points since the last grade report or progress report,
 - 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

Board Policy EIA (LEGAL) requires the District, at least once every three weeks, or during the

performance is consistently unsatisfactory. Unsatisfactory performance, per state credit rules, is performance below a grade of 70 on a scale of 100. The notice must provide for the signature of the student's parent and must be returned to the District.

If a student's average falls below 70 or the absence limit is exceeded after the scheduled notice of progress reports have been sent home, the teacher should immediately initiate parent contact by conference, letter, phone, email, and/or note. It is imperative that extra effort be made to give parents advance notice of a pending failing grade or of excessive absences in a class before the report card is sent home. Teachers should retain documentation of all efforts.

If the teacher fails to notify the parent of the drop in a grade below a 70 at the third week, the student shall be afforded the opportunity to bring the grade up to passing.

Teacher Syllabus

The teacher syllabus is another means of communicating required and important information to students and parents.

Before the end of the first week of attendance, teachers must provide students with a written course syllabus.

A copy of the syllabus must be filed in the principal's office. If changes occur to either the course syllabus or the grading procedures, these changes should be made in writing, to the student, and a new syllabus submitted to the principal to be filed in the principal's office.

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

Middle School Grade Reporting

Semester grades at middle schools are computed by averaging the numerical grades for the first three six-weeks grading periods to arrive at the first semester grade, and by averaging the 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.

Class Rank

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: [2022 - 2023 Bulletin 100](#)

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 the following chart:

Weighted GPA Scale Beginning with the Class of 2023

Grade	TIER I	TIER II	TIER III
97 and above	5.0	4.5	4.0
94–96	4.8	4.3	3.8
90–93	4.6	4.1	3.6
87–89	4.4	3.9	3.4
84–86	4.2	3.7	3.2
80–83	4.0	3.5	3.0
77–79	3.8	3.3	2.8
74–76	3.6	3.1	2.6
71–73	3.4	2.9	2.4
70	3.0	2.5	2.0

Unweighted GPA

The District shall calculate an unweighted GPA using a simple whole-number scale. Unweighted GPAs will be displayed in FOCUS and on the student's transcript.

Unweighted GPA Scale beginning with the graduating class of 2023

Grade	Unweighted Simple 4.0 GPA Scale
90 – 100	4.0
80 – 89	3.0
70 – 79	2.0

69 or below	0.0
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Class Rank for Application to Institution of Higher Education

The District shall also calculate class ranking as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission to institutions of higher education under state law per EIC (LEGAL).

Credit By Examination

The District offers students the opportunity to take a credit by examination (CBE) to demonstrate mastery in a subject or to earn course credit with or without prior instruction. [Policies EHDB and EHDC] CBEs are available for most courses. The District uses CBEs purchased from Texas Tech

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

Students will only be administered the tests for which they have an official registration verified and approved by their counselor. Students cannot register to take a CBE while concurrently enrolled in the course for which they are taking the exam. There is no charge to the student for taking a CBE for purposes of acceleration. Transportation to and from the testing site is not provided by the District. CBEs are not recognized by the NCAA for athletic eligibility purposes.

CBE for EOC Courses

A student who has not had prior instruction in the course and passes the CBE with an 80 or

9. Students receive a copy of their CBE results.
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

The chart below is for:

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

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and readiness or college entrance exams, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

For extenuating circumstances, a course request may be made after the deadline, but no later than the 2nd or 4th six-week grading periods, with or without penalty, as determined by the principal or designee. Course changes made after the 2nd or 4th six-week grading periods will result in a 60 posted to the student's transcript.

An Add/Drop form must be completed and approved by the school principal or designee.

Level changes within the same course are not considered add/drop requests.

For example, moving from Pre-AP English I to English I is a level change and would not result in a penalty. UIL eligibility may be affected. Grades earned in Pre-AP or AP courses will be transferred to the academic course without any adjustment after the 10-day (or 5 day for block schedule) deadline.

Grades earned in the first three weeks of a dropped class can affect UIL eligibility.

A change to a course requires the student to assume the responsibility for the content of the entire course on the final examination.

For dual credit course changes, please see the Dual Credit section.

Placement of Students Entering the District

Accredited Schools

The parent or guardian of a student enrolling in the District from an accredited public, private, or parochial school must provide evidence of prior schooling outside the District. The student will be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal will determine final grade placement.

Accredited is defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner.

Non-Accredited Schools

A student enrolling in a District school from a non-accredited public, private, or parochial school, including homeschools, will be placed initially at the discretion of the principal, pending

observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

- Scores on achievement tests, which may be administered by appropriate District personnel.
- Recommendation of the sending school.
- Prior academic record.
- Chronological age and social and emotional development of the student.
- Other criteria deemed appropriate by the principal.

Before granting high school credit, the District shall validate, by a Credit by Exam (See CBE

A receiving campus plan is to be devised for a student transferring into a District high school

will record grades in Focus based upon the student's overall grade on classroom assignments and assignments in the web-based program.

- a. If an equivalent class is not available at Metro or in web-based learning, a committee will be convened to devise a plan for the student to earn semester credit in courses offered in the FWISD school system.
2. Metro Opportunity does not offer Tier I or Tier II courses. A student enrolled in a Tier I or Tier II course will be placed in the equivalent Tier III course at Metro (unless the student makes arrangements as outlined in number 3 below).

If the student completes the semester at Metro, the student will receive the GPA points associated with a Tier III course.

3. If the student assignment to Metro or another DAEP is not for an extended length of time (one-six-weeks or less) and the student wants to retain the course as an AP course, he/she needs to request the AP course syllabus and assignments from the AP teacher. The student will be responsible for completing all assignments in the AP class. When the student returns to the home school, the student will need to make up missed assignments, necessary quizzes and/or tests to demonstrate relative mastery of the AP course objectives. The student must continue to complete all AP coursework for the remainder of the school year. The teacher will consider all the AP class grading cycle grades to determine the student's relative mastery of the AP course.

Prior to requesting a Central Office Conference hearing, the home school must verify that the student has a numerical grade in Focus for each scheduled course. When a student withdraws from his/her home school to Metro, it is the responsibility of the home school to ensure that each class has an accurate current progress withdrawal grade for all courses on the student's schedule.

Metro teachers will use the withdrawal grades for gradebook grades for any assignments in the gradebook from the beginning of the six-weeks until the date of enrollment at Metro. The remaining gradebook grades will be based upon the completion and mastery of the work at Metro for each corresponding course.

If the student is enrolled at Metro at the end of the grading period, the Metro teacher will assign the progress and/or report card grade based on a combination of home school withdrawal grades and work completed at Metro.

The teacher of record at the end of the semester is required to provide the final grade for the semester. If the student is at Metro or another alternative setting at the end of the semester, regardless of how much time is spent at Metro, only Tier III credit can be awarded.

Conversion of Letter Grades to Numeric Grades

When a student transfers grades for properly documented courses from an accredited U.S. or foreign public or private institution, the District shall assign weight to those grades based on the categories and grade weight system used by the Distri

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
- Retake the class in the District-approved, web-based, credit-recovery program, or
- Take an approved Credit-by-Exam, or
- Retrieve credit by taking the class in summer school.

Credit Recovery Using District-Approved, Web-Based Credit Recovery Program

A student who fails a course may be eligible to take a course in the Web- based Curriculum Program to recover credit. In order to recover credit, a student must earn a grade of 70 or higher and complete 100% of the coursework requirements. The grade earned in the Web-based Curriculum Program will be the grade placed on the student's transcript, but will not be included in the calculation of GPA.

GPA Impact

- The student's original failing grade will be included on the transcript and in the calculation of GPA.
- Inclusion in class rank calculation will depend on the class rank calculation for that graduating class. See Class Rank section for additional information.
- If the recovery course is passed with a minimum grade of 70, the actual grade earned on the course will be noted on the transcript.
- The grade earned in the recovery course will not be used in the calculation of GPA.

Courses Requiring and End-of-Course Exam

- A student who fails a course requiring an EOC, but who passes the EOC exam will be offered the option of taking a Credit-by-Exam to recover course credit or enrolling in a web-based curriculum program.
- A student who fails Biology or U.S. History **and** fails the related EOC exam will be required to retake one or both failed semesters in a regular classroom setting. The student must earn a 70 to earn course credit. The student must also retake the EOC exam.
- A student who fails Algebra I, English I, or English II **and** fails the related EOC exam will be able to enroll in a web-based curriculum program for that course. The student must also retake the failed EOC.

	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 both failed semesters in a regular classroom setting
Algebra I, English I, English II	No	No	Yes

Credit Recovery Using a Credit-by-Exam (CBE)

Acceleration for Over-Age Students

Web-

Fort Worth ISD

alternative assessments and special instructional methods should be used as appropriate and should be dependent on the level of English language proficiency of the student.

At the high school level, credit may not be denied solely because special assessments and/or methods were used to provide the EL student opportunity to demonstrate his/her knowledge of or skill in a subject.