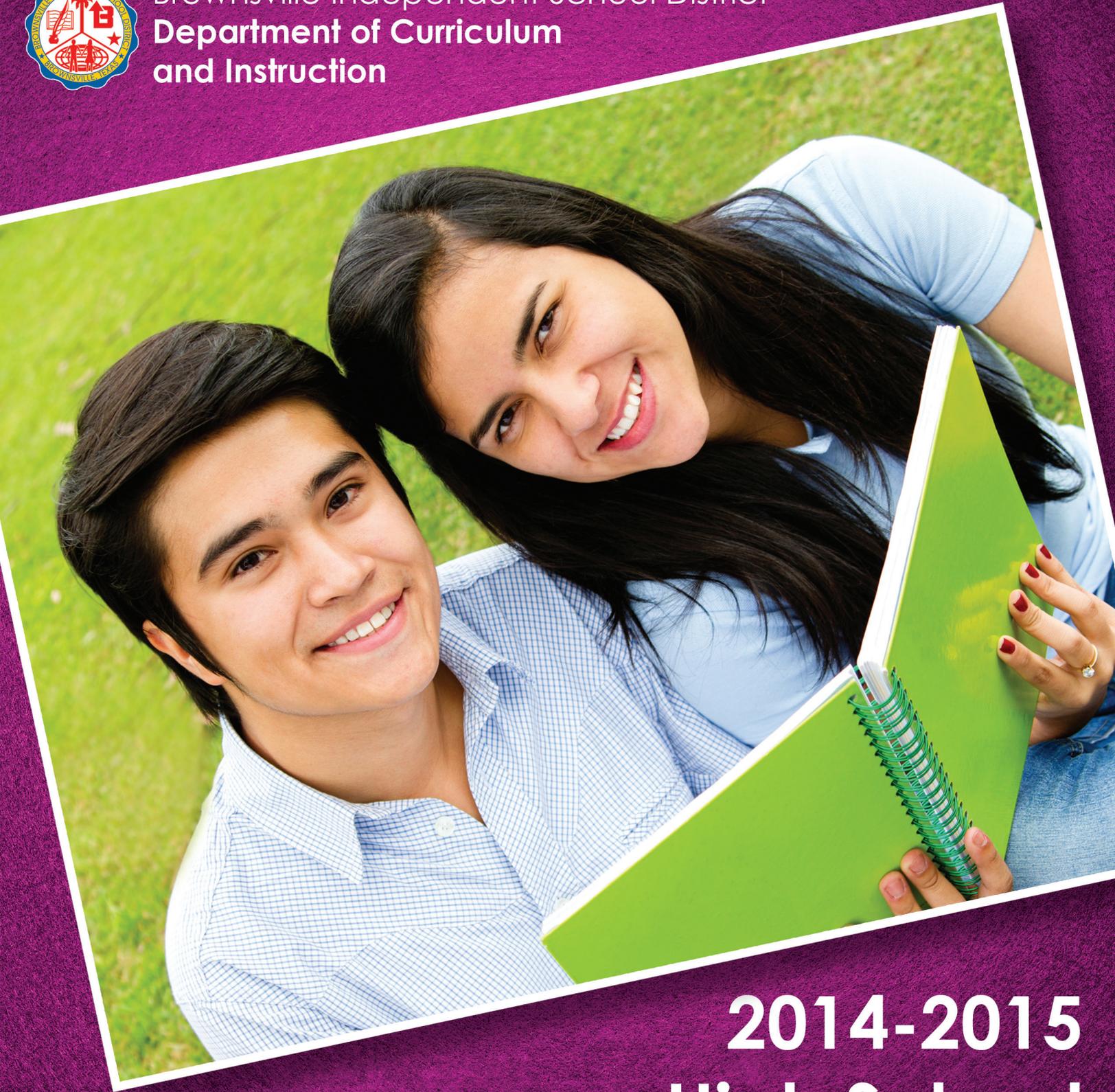




Brownsville Independent School District  
Department of Curriculum  
and Instruction



# 2014-2015 High School Grading Procedures

Board Approved: July 15, 2014

# Brownsville Independent School District

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## BISD EXPECTATIONS FOR THE GRADING AND REPORTING OF STUDENT PROGRESS

### Employee Acknowledgment Form

BISD Board Policy **EIA (LOCAL)** mandates that the Superintendent or designee ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. EIA (Local) further requires that such guidelines make certain that grading reflects student achievement and that a sufficient number of grades are taken to support the grade average assigned. Equally important, this policy also requires that guidelines for grading are to be clearly communicated to students and parents.

The BISD Expectations for the Grading and Reporting of Student Progress are written to provide direction and equity in the manner in which student academic performance is evaluated and communicated. The information and policies described in the Grading Expectations are necessarily subject to change, and I acknowledge that revisions may occur. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing guidelines. Only the Superintendent's designee has the ability to adopt any revisions to the information in the Grading Expectations.

I understand that I should consult with my principal/department head regarding any questions I may have regarding the Grading Expectations. I further understand that it is my professional responsibility to read and comply with the policies and guidelines contained in the BISD Expectations for the Grading and Reporting of Student Progress (and any revisions made to it throughout the academic year).

*Please sign and give this form to your building principal or department head.*

---

Employee's Signature

Date

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Employee's Name (Typed or Printed)  
Number

Employee  
Number

**This acknowledgement form will be kept by the building principal or department head**

**Electronic access to the Grading Procedures can be found at**

**<http://www.bisd.us/Curriculum/grading.html>**

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## I. Introduction

### A. Overview and Philosophy

The Brownsville Independent School District's mission is to provide an equal educational opportunity for each student and, to teach students in a way that ensures academic success, high standards of achievement, and fulfillment of the individual's potential.

In order to assess progress towards the goal of student success, an effective grading and reporting system which accurately reports each student's educational achievement is required. The Brownsville Independent School District's grading and reporting system is based on the following philosophy:

1. The basic consideration for grading is that of assessing the student's ability to function and achieve in relation to the mastery of the Texas Essential Knowledge and Skills as prescribed by the State and local school district for the various grade levels and/or subject areas. Grades assess the student's mastery (70%) of Texas Essential Knowledge and Skills and District objectives of the particular subject area and may be indicators of the student's preparation for successful employment.
2. Student performance will be assessed through a variety of procedures such as written tests, daily work, oral recitation, assigned projects, classroom participation, other forms of assessment, and make-up work and tests as per guidelines contained herein.
3. Grades reflect the student's understanding and progress towards mastery of the course content and will not be reflective of student behavior.
4. Since grading of student performance is of major importance, school personnel will exert maximum effort to maintain effective communication between the campus and parent/guardian.
5. Grades will reflect mastery of the Texas Essential Knowledge and Skills (TEKS) hierarchical learning based on Bloom's Taxonomy and Erickson's

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Structure of Knowledge with a focus on higher-order thinking skills.

6. Administering and/or withholding physical activity as a form of punishment or behavior management is an inappropriate practice.
7. Student behavior, absences, and/or tardiness will not be reflected in the course grade but, rather, in the appropriate section on the report card.
8. Parents, students, teachers, and administration must abide by the B.I.S.D Grading Policy.

### **B. Diagnostic Testing Philosophy**

Beginning with the 2013-2014 school year, a school district may not administer to any student more than two benchmark assessments to prepare for a corresponding state-mandated assessment. This limitation does not apply to college preparation assessments, including the PSAT, ACT-Plan, SAT, ACT, AP, IB, or independent classroom exams designed or adopted by the classroom teacher. A parent of a special needs student may, in accordance with commissioner rules, request additional benchmarks be administered to the parent's child. District diagnostic tests are administered for the purpose of:

- ensuring that the objectives in the District's scope and sequence are being taught;
- aligning and revising the District's scope and sequence;
- providing campuses with data to assist them in analyzing student achievement;
- assessing the student's mastery of objectives taught; and
- providing the District with overall information regarding student progress.

In addition to content introduced in the scope and sequence for a designated testing period, the District Diagnostic Testing Program also helps to monitor student's understanding of appropriate knowledge and skills.

All campuses must participate in the District Diagnostic Testing Program; however, individual campuses always have the option of administering

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additional campus-developed diagnostic assessments. Whether or not diagnostic test scores will be counted as a grade will be an individual campus decision.

### **C. SCHOOL COMMUNICATION:**

#### **Progress Reports**

1. At the end of the first three weeks of a grading period, a progress report must be sent home for any student whose grade average in any class is lower than 70 and is in danger of failing. Progress reports will be given in numerical terms. The Brownsville Learning Academy may submit progress reports in non-numerical terms.
2. Progress Reports are intended to inform parents and students of deficiencies that need to be corrected in course(s) in time for parent/teacher conferences to be scheduled. The notice must provide for the signature of the student's parent/guardian and be returned to the district for students who are failing. The report must include the number of times a student has been absent.
3. The above mentioned requirements do not apply to married students.  
(EIA Legal)
4. Schools may choose to provide progress reports to other students at their discretion.

#### **Report Cards**

1. Parents/Legal guardians will be provided written notice of a student's performance in each class or subject once every six weeks or marking period.
2. Adequate explanations to parents and students concerning the philosophy and purpose of report cards will be made.
3. If a student's level of achievement for the grading period is below the level required for course credit or grade level advancement, the report card shall state the need for a conference between the appropriate teacher and the

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parent/guardian and shall summarize the requirements for advancement of course credit.

4. Teachers shall advise parents whether students are recommended or required to attend tutorial in the subsequent six-week grading period.
5. Parent/teacher conferences will be held at the end of the second and fourth six weeks or marking period of the school year.
6. Opportunities for parent-teacher conferences are strongly encouraged as a means of discussing and reviewing pupil strength and weaknesses. Items for discussion may include, but are not limited to, student deficiencies regarding specific unit tests, chapter tests, daily work, and/or quizzes and attendance. (Example: group meetings, teacher, parent meetings, phone calls, etc.)
7. Teacher Access Center, the electronic grade book, can be accessed by parents through the Internet via an access code and password.
8. Grades should reflect accommodations and modifications according to a student's individualized Education Plan (IEP) and 504 plan.

### **D. Lesson Plans and Grade Books:**

1. Daily lesson plans are required for several reasons:
  - a. To assist the teacher in planning for instruction
  - b. To document that instruction has included state, district, and campus objectives reflecting required TEKS
  - c. To provide for continued instruction when substitute teachers are necessary
2. Lesson Plan Procedures
  - a. Lesson plans should be turned in on a weekly basis prior to actual use. This schedule will be established in each building.
  - b. A copy of required accommodations for special education students must be given to the classroom teacher and maintained in a confidential file. This procedure applies to students who have Section 504 Accommodations as well.

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Student work must reflect standards of excellence which include, but are not limited to:

- correct spelling, punctuation, grammar, and organization in a written product approximating the quality of a finished product, not first draft;
- accuracy of information, research, and investigative strategies reflective of scientific methods; and
- evidence of mastery of higher order thinking based on Bloom's Taxonomy, Erickson's Structure of Knowledge, and focused on application, analysis, synthesis, and evaluation.

In order to be consistent with the philosophy of student success and equity of educational opportunity delineated on page one of this document, all teachers are required to provide teacher-prepared final exam guides for all students in each course. Lesson plans and grade books must reflect the extensive data collected on each student, using instruments such as the following:

1. Problem-situations tests;
2. Oral presentations;
3. Projects or independent study;
4. Analysis of creative products;
5. Skills demonstrations or performance;
6. Essay examinations with definite questions;
7. Traditional essay examinations with general questions;
8. Compositions appropriate to the subject;
9. Daily recitations or papers;
10. Short-answer objective tests or quizzes;
11. Teacher observation;
12. Portfolio assessment;

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13. Homework;
14. Notebooks/Journals; and/or
15. Student Performance Record

**NOTE:** Supplemental reading materials distributed to students by teachers must be approved by principals and/or their designees. This includes videos, books, pamphlets, etc. Materials found in school libraries and purchased through District funding sources have prior approval of the principal by virtue of his/her signature on the Purchase Order.

### **E. Extracurricular Activities:**

A student who participates in extracurricular activities shall be ineligible for from participation in any extracurricular contest or performance sponsored or sanctioned by the school district or UIL after a grade evaluation period in which the student receives a grade lower than the equivalent of 70 in any academic class or a 60 in those identified as level two or three on a scale of 100 on page 17 of this document for eligibility. (according to District policy). An ineligible suspended student may practice or rehearse with other students during the period of ineligibility. Identified courses in which a 60 on a scale of 100 is the lowest grade a student can receive are listed in the District's Course Listing Guide approved annually by the Board of Trustees. Refer to 2015 High School Course Listing Guide page 48. Additionally,

1. All students passing all courses for the grading period remain UIL eligible throughout the next grading period.
2. Semester average and semester final exam grades have no bearing on UIL eligibility.
3. Grades are accumulated from the first day of the grading period through the end of the grading period.
4. UIL ineligible student can regain UIL eligibility seven calendar days from the three-week grading period or end of grading period.
5. Students who become ineligible will not lose eligibility until seven calendar days

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after the end of the grading period.

6. The three-week grading period reflects only school weeks and does not include holidays and semester breaks.

Changes in UIL rules and regulations will be strictly adhered to immediately upon receipt of the same. For more information refer to TEA/UIL No Pass/No Play Rule and SB 33.081 (c,d,f).

### F. Academic Dishonesty/Cheating:

#### EIA Local:

**A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The penalty for cheating will be a zero for work involved and the student will be subject to appropriate disciplinary action in cheating offenses. All students involved will be subject to disciplinary action. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.**

1. Cheating is interpreted as a procedure which involves the unauthorized giving or receiving help, offering or seeking aid, or the use of material prepared in advance for use on an assignment/assessment. Cheating also involves the use of electronic devices, books, or notes in any form being used during an examination without the permission of the teacher. Retesting will not be allowed in this situation.
2. Plagiarism consists of representing another person's ideas or writings as one's own, including but not limited to cutting and pasting from Internet sources. Plagiarism will be considered cheating, and is subject to EIA (Local).
3. If a student cheats on any part of a test and/or assignment given in parts, he will receive a zero(s) only in the part where the cheating occurred.
4. All students involved in academic dishonesty may be subject to disciplinary action as stipulated in the EIA (Local) and BISD Student Code of Conduct. A teacher that

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determines the student has violated the academic dishonesty policy is required to file a discipline referral and must notify the child's parents or legal guardians of the academic dishonesty.

**NOTE:** Involvement in academic dishonesty may affect a student's eligibility for student honors, student leadership positions, and membership in some student organizations. A discipline consequence may be assigned to a student found guilty of cheating.

### **G. Re-teaching:**

1. Re-teaching is defined as a differentiated presentation of content, usually to provide an additional opportunity for a student to learn. Re-teaching may vary from subject to subject or from class to class, even from student to student. It may be as simple as repeating the concept. If the student still does not understand the concept, the teacher will use different materials or modalities to present the concept again. For example, if the initial instruction was primarily visual, the re-teach activity might be manipulative or, if the teacher used the deductive approach initially, the re-teach activity might include an inductive approach. In this way, the student will gain a new perspective on the task.
2. Re-teaching is an integral part of the lesson cycle and may occur in many different situations. Some examples include:
  - during direct teach as a teacher checks for understanding;
  - during guided practice as a teacher monitors;
  - during independent practice as students work individually or in cooperative learning groups; and
  - during morning and/or afterschool tutorial.
3. Teachers should plan re-teaching strategies at the same time they are planning initial instruction. When this is done, alternative instructional strategies should be used.
4. If initial re-teaching efforts are unsuccessful, the more complex process of remediation may be necessary. Remediation implies analysis of the

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learning task and further diagnosis of a student's needs, including the identification of deficient prerequisite skills. Remediation may occur in many different situations. Some examples include:

- as a teacher works with small groups during class time while other students work independently;
  - in tutorial; and
  - in a remedial class
5. In applying re-teach procedures or remediation, school administrators and teachers need to ensure fairness and promote success for all students.
  6. Re-teaching is important and school administrators and teachers are responsible for seeing that it happens. Collegial sharing of ideas is encouraged.

### H. Retesting:

1. Retesting will take place upon student failure and **student request** except for research papers, major projects, benchmarks, and semester exams. **It is the student's responsibility to make arrangements for the retest.** No retests are available for semester exams or for students who received a "0" for cheating.
2. The student must schedule the retest **within five (5) school days** after earning the failing grade, except under extenuating circumstance determined by the principal.
3. The student may raise his/her score to a maximum of 70 on the test by taking the retest.
4. A student may not be retested more than one time for any given original major assessment.
5. Retesting Procedures apply to all students. Dual Enrollment must follow University grading procedures.

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## I. Homework

### **Guidelines:**

The purpose of all types of homework is to promote high-quality student learning and achievement. Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning. Homework shall be reviewed by teachers to ensure an accurate assessment of students' skills and knowledge to better direct them towards their learning goals. Homework shall target specific learning outcomes, reinforce TEKS taught in the classroom, and provide practice in specific skills. Students shall be provided sufficient information and direction needed to complete homework independently. Homework shall be sufficient but not excessive to its intended purposes. Homework shall not be assigned as a discipline consequence. Effective homework assignments:

1. Are curriculum-based and meet the needs of students through differentiation.
2. Are designed to require no additional teaching outside the classroom.
3. Are clearly articulated and designed so students know what is expected of them before leaving the classroom.
4. Are engaging and relevant to student learning.
5. Do not require resources or technology to which the student may not have access.
6. Do not require parents/guardians to teach new concepts.
7. Homework should be reasonable, relevant, and challenging.
8. Homework should connect school work to real world situations when possible.
9. Assigned homework should be integrated into the assessment process and averaged accordingly.
10. Homework for GT/Pre-AP/AP and Dual Enrollment classes may be given on a daily basis.

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### II. Grading

**Grade Reporting:** In order to maintain current information for parents/guardians, teachers are to grade and post assignments within seven calendar days from the due date.

#### A. Grading Scale:

The following grading scale applies in defining progress of mastery of the TEKS.

90 - 100	Excellent progress
80 - 89	Good progress
75- 79	Satisfactory progress
70- 74	Danger of failing
69 - below	Failing

#### B. Six Week Grades

1. For each six week grading period, the average of the major assessments (minimum of three) will count twice as much as the average of the minor assessments (minimum of five). Teachers are encouraged to collect more than three major and five minor assessments per six weeks or marking period as appropriate to the needs of the students and the subject matter being assessed.

2. Mathematical formula:

$$[2(\text{average major assessments}) + (\text{average minor assessments})] / 3 = \text{Grading Period}$$

Average

3. Example: Major Assessment Grade Average: 69

Minor Assessment Grade Average: 75

$$[2(69)+75] / 3 = \text{Grading Period Average}$$

$$[138+75] / 3 = \text{Grading Period Average}$$

$$213 / 3 = 71$$

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4. Examples of minor assessments include, but are not restricted to: oral reports, quizzes, and class participation.
5. Examples of major assessments include, but are not restricted to: projects, reports, research papers, and tests.

### C. Semester Grades

1. The Marking Period (MP) or Semester Grade is the average of the three (3) six week grading periods.
2. The three (3) six week grading periods are added to final exam (FXM) grade and divided by four (4) to arrive at the semester grade. When as the semester grade coincides with a UIL reporting date, the final exam will not be included in the equation described above to determine UIL eligibility.
3. Formula for calculating Semester Grade:  
$$(1^{\text{st}} \text{ week average} + 2^{\text{nd}} \text{ six week average} + 3^{\text{rd}} \text{ six week average} + \text{Semester Exam})/4 = \text{Semester Grade.}$$
4. Semester Final Exam Exemptions are not part of the formula for calculating Semester Grades; therefore, not allowed for any BISD course offering.
5. A student's ARD committee shall specify which assessment will be administered and how the score on an EOC assessment shall be used for final course grades, credit decisions, and graduation requirements.

### D. Yearly Grades

1. For continuing courses (English IA and IB), the yearly grade is the average of the two semester grades.
2. For a continuing course, if a student's semester grade is below 70%, but the average of the two semester grades is 70% or above, the student is awarded credit for both semesters.

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Examples: English IA and English IB:

English IA Semester Grade: 65% + English IB Semester Grade:

$$77\% / 2 =$$

71 %

Student is awarded credit for both semesters.

- To receive credit in a one-half (1/2) unit course the HALF UNIT GRADE MUST BE 70% OR ABOVE.

### E. Instructional Modules-Grading Procedures (Applies to all module driven programs.)

A grade of 70 or above is considered a passing grade for all modules.

- Module Grading Average Procedure.

- Module Average:  
Add all module grades and divide by the number of grades times three plus Final Exam grade divided by four.

$$\text{Module Average} = \frac{3}{4}$$

$$\text{Final Grade} = \frac{1}{4}$$

- Mathematical Formula:  
[Sum of Modules ÷ number of grades X 3 + Final Exam] ÷ 4 = Average

Example:

Modules			
1	2	3	4
81 +	84+	82+	80 = 327

- Sum of Modules = 327
- $327 \div 4$  (Modules) = 82
- $82 \times 3 = 246$
- $246 + 90$  (Final Exam grade) = 336
- $336 \div 4 = 84$  (Average)  
Average = 84

- Module Mastery Level

- Each module grade must equal to a 70 or better.
- The final exam grade must equal to a 70 or better.

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- The final average, after adding the module grades divided by the number of modules X 3 plus the final exam divided by 4, must equal to an 70 or better. (Final average passing grade equals to a 70 or above.)

Example:

$$\begin{array}{l} \text{Module Grades} \quad 81+84+82+80=327 \quad \text{Final Exam} = 90 \\ 327 \div 4 \text{ Modules} = 82 \\ 82+82+82+90=336 \\ 336 \div 4 = 84 \end{array}$$

### F. Rounding Off

1. If the average is .50 or above, round to the next larger number.
2. If the average is less than .50, round to the next smaller number.

### G. Honor Roll and National Honor Society

Honor Roll is based on academic average and is a campus option. If a campus chooses to initiate the honor roll program, the guidelines are as follows:

- "A" Honor Roll: The combined average of all courses must be 89.5 or above for current marking period only.
- "B" Honor Roll: The combined average of all courses must be 79.5-89.4 for current marking period only.
- NC grades are part of the calculations for Honor Roll.
- National Honor Society selection and induction is based on academic average and other criteria as stipulated by NHS.

### H. Class ranking/Grade Point Average

1. Class ranking is based on GPA, using the grade weighting system.
2. Class size for ranking purposes will be derived from the current school year's PEIMS Snapshot date.
3. Currently in BISD, all grades are averaged into GPA (except high school courses taken in

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middle school and a repeated course(s) that was previously completed successfully)

4. Students entering high school in 2014-2015 will adhere to the Grade Weighing Systems Table outlined within this document.
5. For further class ranking information, refer to the 2014-2015 High School Course Listing Guide on pages 47-56.

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2014-2015 Grade Weight Systems 9 <sup>th</sup> -12 <sup>th</sup> Grade Students											
<b>LEVEL I</b>	<b>To include ALL courses not designated as GT, AP, Pre-AP, Dual Enrollment and DAP Independent Study Courses</b>										
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100	4.0										
90-99	3.0-3.9										
80-89	2.0-2.9										
70-79	1.0-1.9										
Below 70	0										
<b>LEVEL II</b>	<b>To include ALL GT, AP, Pre/AP, and CTE State Articulated and DAP Independent Study Courses.</b>										
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90-99	4.0-4.9										
80-89	3.0-3.9										
70-79	2.0-2.9										
Below 70	0										
<b>LEVEL III</b>	<b>To include all AP, Project Lead the Way, Dual, and approved Concurrent Enrollment Courses, and * to include all AP exam score of 2.</b>										
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90-99	5.0-5.9										
80-89	4.0-4.9										
70-79	3.0-3.9										
Below 70	0										
<b>LEVEL IV</b>	<b>*To include all AP exam scores of 3, 4, or 5.</b>										
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100	7.0										
90-99	6.0-5.9										
80-89	5.0-4.9										
70-79	4.0-3.9										
Below 70	0										

- Courses identified in the **2014-2015** Course Listing Guide under the heading “Extracurricular Activities” are not to be considered Level II or III courses unless they are GT and/or Pre-AP/AP and/or Distinguished Achievement and/or dual and/or concurrent enrollment courses. (Note: See appropriate Course Listing Guide for proper application of this statement.)
- BISD’s goal is to increase the number of students enrolling in and successfully completing AP coursework and the corresponding tests. Recruitment must be a top priority of teachers, counselors, and instructional leadership. Every effort should be made to offer AP courses according to student enrollment and demand.

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## I. Requirements for Graduation

The following will apply to students planning to graduate from Brownsville Independent School District high school:

1. Each BISD student graduates under the graduation requirements and grade weight system in effect when he/she first entered the 9<sup>th</sup> Grade, regardless of school or school system unless otherwise stipulated by the Texas Education Agency and State Board of Education.
2. Seals will be attached to academic achievement record of each student. Students entering Grade 9 in and after 2014-2015 will follow the recommendations stipulated in House Bill 5 for graduation plans.
3. BISD Operating Procedure: Students will be awarded diplomas containing the school year in which they met graduation requirements. The actual completion date of graduation requirements is indicated on the individual Academic Achievement Record (AAR).

**NOTE:** Students will be allowed to graduate under the Minimum High School or the Foundation Graduation Plan under special circumstances only. Written documentation signed by parent, principal and counselor must be on file.

## J. Credit by Examination With Prior Instruction

To be eligible to earn credit by examination, a student shall have had prior instruction in the subject or course, as determined by the District on the basis of a review of the student's education records. Prior instruction guidelines, as they become more clearly defined by the State, will be strictly enforced. The District will recognize results of a test from Texas Tech University or The University of Texas at Austin.

1. The principal or designee will approve a student as eligible to apply for credit by examination upon the request of the campus counselor.
2. To receive credit, students shall score a grade of 70 or above on the examination. Passing (70% +) Credit by Examination grades are recorded in the AAR and averaged into GPA.
3. Credit by Examination failing grades are not recorded in AAR. Only a passing score on a CBE test may be averaged.
4. Upon written approval of the principal, students who have lost credit due

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to excessive absences may be permitted to earn/regain course credit through Credit By Examination; and

5. Credit by Examination may not be used to gain eligibility for participation in extracurricular activities.
6. Refer to 2014-2015 Course Listing Guide for information on Credit by Examination without instruction for acceleration.

### **K. AP Coursework Exams**

1. All students who enroll in an AP class are required to take the corresponding AP course exam in May. PreAP/AP Program Expectations and Course Agreement will provide students the option to take an AP course for level 3 when they take the exam. In addition, a freshman, sophomore, or junior student who scores a 3, 4, or 5 on an AP exam will receive level 4 course weight after the AP scores are received in late July.
2. AP teachers must submit respective course **syllabi** to College Board and teach the objectives/standards of AP exams. Copies need to be submitted to Advanced Academics. In so doing, Texas Essential Knowledge and Skills (TEKS) will be addressed, covered and mastery demonstrated through issuance of BISD grades.
3. The AP exam may not be used to determine pass/fail of the AP course.

### **L. Grading Procedures for Dual Enrollment/Dual Credit Courses**

BISD grading policies will determine the grade for both BISD and the Institute of Higher Education if the course is taught by a BISD teacher who is approved by the Institute of Higher Education to teach the course. Students will receive one grade: a numeric grade for the high school transcript and the same grade translated into an alpha grade for the college transcript. If a campus chooses to pair a dual enrollment class with an AP class, the AP curriculum must be followed. If a dual enrollment class is taught by a college professor through distance learning, the grade will be determined by the Institute of Higher Education grading policy; and the course must be set up in

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the master schedule to receive only the TG (term grade) at the end of the semester. If a dual enrollment class is “team taught” by Institute of Higher Education professor and a BISD teacher through distance learning, the grade will be determined by the Institute of Higher Education grading policy; and the course must be set up in the master schedule to receive only the TG (term grade) at the end of the designated college semester for the respective course.

### 1. Student Responsibilities/ Dual Enrollment

- Students enrolled in Dual Enrollment courses are required to maintain regular and punctual attendance in all classes.
- The student is responsible to communicate with faculty members concerning any absence; in advance whenever possible.
- The student may be required to present evidence to support an absence, and make-up work for class absence will be permitted only as specified by the faculty in the course syllabus.
- Dropping a course is the responsibility of the student and not taking the appropriate steps may result in a grade of “F” (failing) for the course.
- Faculty may withdraw students prior to the withdrawal deadline when, in the opinion of the faculty, the student would have difficulty in successfully completing the course.

**<http://www.tsc.edu/index.php/academics/dual-enrollment.html>**

**[http://www.utb.edu/vpaa/coe/FECP/Documents/UG\\_Handbooks/Supervisor%20Handbook.pdf](http://www.utb.edu/vpaa/coe/FECP/Documents/UG_Handbooks/Supervisor%20Handbook.pdf) pg.23**

**NOTE:** Until a final grade awarded by a Institute of Higher Education professor is posted on the BISD student transcript, the course grade may not be considered for UIL eligibility.

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### Dual Enrollment Re-testing/Re- teaching:

Re-teaching and re-testing are not required in any dual enrollment course whether the course is paired with an AP class or is offered as a stand-alone course. Make up exams shall be provided for students who are absent due to extracurricular activities or any other excused absence (like a death in the family).

BISD Institute of Higher Education adjunct teachers will use the Institute of Higher Education Grade Explanation Table effective fall 2013 (Institute of Higher Education Handbook online) to post dual enrollment grades for Institute of Higher Education.

Beginning with the 2014-2015 school year, the following chart will be used to convert Institute of Higher Education grades for Approved Dual and Concurrent Enrollment courses when a student submits Institute of Higher Education transcript to BISD.

TSC Education Table	Institute of Higher Education Table (Effective Fall 2013)		BISD Conversion
A	A+	98 to 100	100
	A	<b>93 to 97.9</b>	<b>98</b>
	A-	90 to 92.9	97
B	B+	87 to 89.9	90
	B	<b>83 to 86.9</b>	<b>87</b>
	B-	80 to 82.9	83
C	C+	77 to 79.9	80
	C	<b>73 to 76.9</b>	<b>77</b>
	C-	70 to 72.9	75
D	D+	67 to 69.9	73
	D	<b>63 to 66.9</b>	<b>72</b>
	D-	60 to 62.9	70
F	F	Failure (will not be posted)	

[http://www.utb.edu/vpaa/coe/FECP/Documents/UG\\_Handbooks/Supervisor%20Handbook.pdf](http://www.utb.edu/vpaa/coe/FECP/Documents/UG_Handbooks/Supervisor%20Handbook.pdf) (pg.21 has UTB Conversion Table)

For credit purposes, the above conversion chart will be used to determine six week grades for student who withdraw from an Early College High School Program and return to their home campus to complete graduation requirements.

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### III. Attendance/Course Credit/Incomplete Grades

- A. Students shall be permitted to make up assignments or tests they miss due to an absence. Teachers shall inform their students of the time allotted for completing make-up work after an absence; however, the student shall be responsible for completing the assignment within the allotted time. **A student may not expect make-up work and tests to be identical to work/tests done by the class during his/her absence.**
- B. Any student with less than 90% attendance of the required number of days that a class is offered in a marking period shall be subject to loss of credit in the course(s) where excessive absences have been recorded. A grade/or credit may be reinstated if the student is approved for such by an attendance committee composed of a teacher, a counselor, and an administrator. The student may appeal the decision of the attendance committee to the Board.
- C. If a student transfers into the school from another school in the District or from another accredited school, the grades-in-progress from the sending school will be used to calculate the student's grade as appropriate.
- D. An "Incomplete" grade recorded for any grading period, except in the case of migrant students, must be made up within ten days of the beginning of the next grading period. **ESL** students whose classification is **Beginner** or **Intermediate\***, based on the District's assessment and **LPAC** recommendation and, in extenuating circumstance, with permission of the campus principal may also be granted additional time. Work not completed within the specified time will be given zero (0) credit and averaged with the other work.

\***Beginner** and **Intermediate** students entering school between the 7<sup>th</sup> and 12<sup>th</sup> week of the first semester must be afforded the opportunity to complete course work for the 1<sup>st</sup> and 2<sup>nd</sup> six weeks or marking period. Beginner and Intermediate students who fall into this category must complete all first semester course work and take the mid-term exam by the end of the 5<sup>th</sup> six weeks or marking period.

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- E. Grade level advancement for students in grades 9-12 shall be earned by course credits and other proficiency criteria where applicable. Changes in grade level classification shall be made two times per year prior to the beginning of the fall and spring semester. [EIE LOCAL]

### IV. MAKE UP WORK

- A. No student, who has an excused or unexcused absence, will be refused an opportunity to make up work if he/she is absent. **The student will be given the same number of days as the number of days he/she was absent to turn in the work.**
- B. **A student must make arrangements for makeup work on the day he/she returns to school.**
- C. Students absent only on a known test day will be expected to take a test upon return. If any student has been absent the day prior to an announced test and if nothing new has been covered, the student will be expected to take the test at the regularly scheduled time. If the student has been absent two or more days, the student will immediately make arrangements with the teacher for the make-up tests.
- D. **Any student who does not appear for a prearranged make-up test or does not meet his prearranged due date for other work may receive a zero (0) on that test, work, or retesting.**
- E. Any student missing work due to participation in extracurricular activities must make prior arrangements with the teacher for work that will be missed.
- F. If a student has been sent to “in school suspension” (ISS), he/she is to receive grades for assigned work completed while there. Work not completed in ISS may be recorded as a zero.
- G. If a student has been sent to the Brownsville Academic Center (BAC), he/she is to receive grades for assigned work completed while there.
- H. Truant students (students who are absent without permission) will be provided the opportunity to make up work and major assessments. [See

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District Code of Conduct for definition of truancy. See EIAB Local for restrictions on grade penalties and unexcused absences.]

- I. Students who are petitioning the attendance committee for credit (removal of NC due to excessive absences) must have met the teacher's/school's make-up work requirements.
- J. **Students have 15 school days at the end of each semester in which to appeal an NC status.**
- K. Work that a student fails to complete in class due to extenuating circumstances may be made up at the discretion of the teacher.
- L. NCs for special needs students will be removed and grades reinstated immediately after the appropriate documentation has been completed/submitted. This requirement shall appear in each student's ARD minutes.

### V. SPECIAL POPULATION STUDENTS

- A. Students in Special Education will follow the BISD grading/retention procedures. Any necessary deviations will be determined by the ARD committee and will be documented in the student's Individual Education Plan (IEP). The student's Individual Education Plan may include accommodations/modifications that enable the student to successfully meet the district's grading/retention procedures. All students in Special Education will receive a standardized district report card. Grades must be entered into the Online Grading System (Teacher Access Center). Numerical grades will be used for all students that are enrolled in grades 1<sup>st</sup> through 12<sup>th</sup>.
- B. Instructional accommodations/modifications for students in Special Education must be followed as determined by an ARD Committee. If a student's grade is derived without following the required accommodations/modification outlined in his/her IEP, the grade is invalid and a new grade must be determined after accommodations/modifications are in place. Implementation of

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accommodations/modifications is the responsibility of the Special Education teacher and/or general education teacher. Campus administrators and Special Education Supervisors shall monitor the implementation of the accommodations/modifications.

- C. Students in Special Education must receive an IEP Progress Report every six weeks or marking period reporting on academics, behavior, and/or instructional/related services as determined by student's goals and objectives.
- D. All students, regardless of their instructional placement, must have a schedule in eSchool Plus that is aligned to the schedule in general education. The eSchool Plus schedule must match the Schedule of Services in the student's IEP. It is the expectation that all students will be taught on grade level TEKS regardless of their instructional setting.
- E. The Admission, Review and Dismissal Committee (ARDC) determine, on an individual basis, the need for instructional accommodations/modifications. The accommodations/modifications apply to daily work assignments, homework, and grading techniques, not the calculation of the final grade.
- F. It is important to note that if a child is receiving special education services and is not earning passing grades, the failure should be addressed by special education/general education teacher(s).
- G. Lesson Plans should reflect accommodations/modifications as implemented for students with an Individualized Education Program (IEP)/504 plan. Documentation in lesson plan books should be in accordance with FERPA requirements in which no clearly identifiable student identity is documented.
- H. Dyslexia/504 guidelines for accommodations will be followed. Monitoring of these guidelines is the responsibility of the dyslexia teacher, regular education teacher, campus dyslexia designee, and campus administrator. If a student's grade is derived without following the required accommodations outlined in his/her Individual Accommodation Plan (IAP), the grade is invalid and a new grade must be determined after accommodations are implemented.

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- I. The Language Proficiency Assessment Committee (LPAC) determines student placement and category assignment in the ESL program. Limited English Proficient (LEP) students in the ESL program must show mastery of the ESL Texas Essential Knowledge and Skills (TEKS) as per Chapter 75. LEP students will follow the district grading procedures.

### VI. SUMMER SCHOOL

- A. The grade received for a summer class being taken because of a course failure during the regular school year will be given Level I weight (Regaining of Credit Program).
- B. All students will be afforded the opportunity to participate in extended year sessions for regaining and gaining of credit. Grade weight will be awarded according to the class offering.

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## Appendix A

### Current GPA Procedures

- I. For students who entered Grade 9 in and after 2002-2003, use the following scale to calculate GPA.

GRADE	LEVEL IV	LEVEL III	LEVEL II	LEVEL I
100	7.0	6.0	5.0	4.0
99	6.9	5.9	4.9	3.9
98	6.8	5.8	4.8	3.8
97	6.7	5.7	4.7	3.7
96	6.6	5.6	4.6	3.6
95	6.5	5.5	4.5	3.5
94	6.4	5.4	4.4	3.4
93	6.3	5.3	4.3	3.3
92	6.2	5.2	4.2	3.2
91	6.1	5.1	4.1	3.1
90	6.0	5.0	4.0	3.0
89	5.9	4.9	3.9	2.9
88	5.8	4.8	3.8	2.8
87	5.7	4.7	3.7	2.7
86	5.6	4.6	3.6	2.6
85	5.5	4.5	3.5	2.5
84	5.4	4.4	3.4	2.4
83	5.3	4.3	3.3	2.3
82	5.2	4.2	3.2	2.2
81	5.1	4.1	3.1	2.1
80	5.0	4.0	3.0	2.0
79	4.9	3.9	2.9	1.9
78	4.8	3.8	2.8	1.8
77	4.7	3.7	2.7	1.7
76	4.6	3.6	2.6	1.6
75	4.5	3.5	2.5	1.5
74	4.4	3.4	2.4	1.4
73	4.3	3.3	2.3	1.3
72	4.2	3.2	2.2	1.2
71	4.1	3.1	2.1	1.1
70	4.0	3.0	2.0	1.0

- II. Currently in BISD, all courses are weighted (except for a repeated course(s) that was previously completed successfully as per BISD Course Listing Guide which students enter BISD high schools.

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## Appendix B

### Out-of-District Grade Conversion Table

- I. Out-of-District Numerical Grades with Conversion Table from Sending District
  - A. When converting grades from an Out-of-District transcript on which a grade Conversion table is printed or provided, the Out-of-District printed scale shall be used.
  - B. In the event that the sending district awarded credit for a grade below 70, the student will receive a 70.
  
- II. Out-of-District Letter Grades without Conversion Table from Sending District

On out-of-district letter grade transcripts for which no conversion table exists, grades shall be converted as follows:

<b>A+</b>	<b>=</b>	<b>100</b>	<b>C+</b>	<b>=</b>	<b>79</b>
<b>A</b>	<b>=</b>	<b>96</b>	<b>C</b>	<b>=</b>	<b>77</b>
<b>A-</b>	<b>=</b>	<b>90</b>	<b>C-</b>	<b>=</b>	<b>75</b>
<b>B+</b>	<b>=</b>	<b>89</b>	<b>D+</b>	<b>=</b>	<b>73</b>
<b>B</b>	<b>=</b>	<b>86</b>	<b>D</b>	<b>=</b>	<b>72</b>
<b>B-</b>	<b>=</b>	<b>80</b>	<b>D-</b>	<b>=</b>	<b>70</b>
			<b>F</b>	<b>=</b>	<b>69</b>

Revised 5/03

#### Migrant Student Credits Through the Migrant Lab Program

Migrant students often enter late and/or withdraw early. The Texas Education Agency has advised districts that minimum attendance for credit begins on the day the student enrolls in the district. The Agency further states that “A student should never be denied credit for a class that he could NOT have attended, before enrollment in the district.” Therefore, migrant students may receive credit for a course with less than the 90% attendance required by State law. TEA encourages all counselors and registrars to ensure that all migrant students are afforded due process in the application of the attendance rule and has stated that “under no circumstances should a migrant student, due to migration, be denied the opportunity to complete coursework for credit.”

The Texas Education Agency encourages all districts to develop credit accrual options, in addition to their regular class attendance offerings, in order to allow migrant students to demonstrate mastery of a course. Secondary migrant students who enter late or withdraw early are strongly encouraged to enroll in a migrant tutorial program. Campuses without a migrant lab program must develop other options for the student to complete course requirements. The Brownsville Independent School District has a commitment to ensure an equal education opportunity for migrant students. Therefore, the students’ regular teachers are required to coordinate and cooperate with the migrant lab teacher in helping migrant students meet academic requirements.

1. Late Entry:

Migrant students entering school late MAY be eligible for credit in a subject if they:

- A. Successfully complete the major assignments of their regular classes; and/or
- B. Demonstrate mastery (70%) of TEKS by passing equivalent unit examinations for their regular classes; and/or
- C. Attend migrant lab session(s) as recommended by counselor in conjunction with attending regular classes.

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2. Credit:

- A. Issuance of credits and grades will be reserved for the regular teacher.
- B. If a migrant student has not completed all major assignments or has not shown mastery (70%) of the TEKS by the end of the grading period in which the student enters late or withdraws early, an “incomplete” should be issued to the student until such time as the student completes assignments and/or demonstrates mastery with the aid of the migrant lab teacher. The “incomplete” may be carried six months from the date of next enrollment.
- C. If a migrant student enters school after the completion of any grading period, he/she will be eligible to take a placement test for the work missed during the grading period. A migrant lab session is recommended for these students to prepare them for the test.

3. Early Exit:

Migrant students leaving school during a grading period MAY be eligible for credit in a subject if they:

- A. Successfully complete the major assignments of their regular classes; and/or
- B. Demonstrate mastery (70%) of TEKS by passing equivalent unit examinations for their regular classes; and/or
- C. Attend migrant lab session(s) as recommended by counselor in conjunction with attending regular classes.