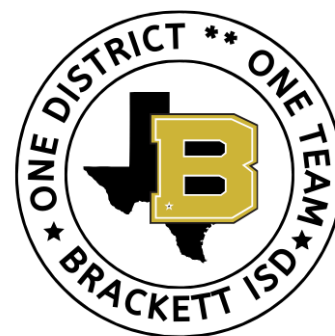


Brackett ISD – Grading Handbook

Revised: August 2025



You can enhance or destroy a student's desire to succeed in school more rapidly and permanently through your use of assessments and grades than any other tool you have at your disposal.

PHILOSOPHY AND PURPOSE OF GRADING

Academic grades play an important role in the schooling process and are required by law TEC 28.0216. When teachers inform students of how grades will be determined in a particular subject, they are defining the standards and instructional requirements for that subject/course. Subsequently, report cards are sent to parents informing them of the degree to which student success in learning and in mastering the Texas Essential Knowledge and Skills (TEKS) has occurred. Report cards provide reinforcement for students and reflect progress and achievement of students' work at the grade level they are assigned.

Grades serve multiple functions: *information* and *guidance*.

They serve to do the following:

1. Give parents information about the student that will be useful in helping to promote and maintain desirable patterns of behavior and achievement
2. Help identify areas of special ability as a basis for realistic self-appraisal and for future educational planning
3. Serve an administrative function in providing data for use in educational planning and decision making

Brackett Independent School District believes that grading has a purposeful and useful role in the schools. It is the district's desire to make the process both meaningful and helpful to teachers, students, and parents. The grading policy and procedures follow state-mandated requirements, district policies and guidelines, and reflect professional evaluation by teachers. These guidelines shall ensure that grading reflects a student's relative mastery of the TEKS that are being taught.

Grades, based on documentation, participation, attitude, conduct and work habits of each individual student, are earned on the basis of sound measurement techniques. Students *earn* grades; teachers do not *give* grades. Parents are encouraged to talk to students about school work and grades and contact teachers (first) and campus level administrators (second) whenever there is a question regarding grading. Communication is key.

Brackett ISD grading guidelines are based on TEC 28.0216 and Local Policies EIA and EIE.

GRADE STANDARDS

In grades 1–12, achievement is reported to parents as:

A - Excellent	90 – 100
B - Good	80 – 89
C - Poor	70 – 79
F - Failing	69 – Below

In grades PreK- Kinder:

E= Excellent

S= Satisfactory

N=Needs improvement

U= Unsatisfactory

General Conduct Grades

E Excellent - indicates behaviors that are outstanding or exceptional

S Satisfactory - indicates behaviors that meet standards expected

N Needs Improvement - indicates behaviors that do not meet standards expected

U Unsatisfactory - indicates behaviors consistently not meeting standards expected

Incomplete: an “I” may be posted indicating that the students' grades are incomplete during the last week of the grading period. Teachers may only post an “I” if there are significant circumstances that have caused the student to not complete his/her work (examples: death in the family, extended illness, injuries)

I = incomplete (the student has 5 days to get the work completed in order to be eligible for extracurricular activities) After the 5th day the grade will be considered failing if work is not completed.

A grade change form must be completed by the teacher to include their signature and submitted to the secretary to the principal in order for the grade to be changed to reflect the completed work.

Grading Guidelines

Grading Categories

Elementary/Junior High /CTE, Electives & Special Programs

Daily/Minor Assignments: 60 %

examples:

- Class work
- Announced aHomework which follows the Homework guidelines
- nd planned quizzes
- Labs

Assessments/Major: 40%

examples:

- Summative Assessments
- Projects
- Essays or Research Papers
- Oral Presentations
- Comprehensive Labs

High School

Daily/Minor Assignments: 40 %

examples:

- Homework which follows the Homework guidelines
- Class work
- Announced and planned quizzes
- Labs

Assessments/Major: 60%

examples:

- Summative Assessments
- Projects
- Essays or Research Papers
- Oral Presentations
- Comprehensive Labs

Semester Exams (6-12) 20%

Grades should reflect the student's relative mastery of grade level/course required TEKS. Teachers shall follow the below expectations:

- No grade on any assignment or in any cycle will exceed 100.
- An average of 2 grades per week will be taken in each course (this can be a combination of classwork and tests/projects).
- Grades must be updated weekly in Ascender.
- No 1 grade, in each category, may be more than 25% of a cycle grade.
- Assignments that are graded should be able to be sent home for parent review.
- At the end of each grading period each category must have grades.
- Benchmarks, diagnostic tests, and online software used for progress monitoring are not to be used for grading purposes - they should be used for collecting data or practice (included but not limited to - STAAR benchmarks, iReady, Summit K12, STAR Ren, IXL, etc.)
- Departments and Grade Levels plan together -grading should reflect such planning. Teachers that are teaching the same course or grade level should take grades on the same assignments.

Semester Exams

Semester exams are required for grades 6-12 for core courses (ELAR, Math, Science and Social Studies). Exams are worth 20% of the students semester/final grade. Semester exams are meant to reflect mastery of the TEKS taught. The first semester exam will reflect grading periods 1, 2, and 3. The final exam will reflect grading periods 1, 2, 3, 4, 5, and 6. Exams may not be excluded by teacher choice. The campus administrator (only) may give permission for exam exclusion. The campus principal may give teachers permission to exempt students from taking a semester exam. However, exemptions must be available to ALL students assigned to the course, and must be included in the course syllabus at the beginning of the year. Exemptions does not mean "no grade or an X". ALL core courses must have a grade in the semester and final exam column in ascender. Example: student has A all 3 grading periods and teacher gets permission to give option to students to not have to take the semester exam but grade would be average of all 3 grading periods; teacher may get permission for a project grade that includes ALL semester TEKS in place of taking the semester exam - the project grade would be the semester exam. (campuses come up with more examples)

Extra Credit

It is BID's expectation that students take every assignment seriously and work to do their very best on each one. Assignments should be completed on time as administered by BISD staff. Any "extra credit" must be specified in the course syllabus/grading information at the beginning of the school year. All students in the course/class must be included. No "points" may be given to students' cycle, semester, or final grade. Student grades are earned. Examples of extra credit: an additional assignment may replace the lowest grade; perfect attendance earns chance to exclude lowest classwork grade,.....(campus come up with more examples)

Homework Guidelines

Homework is not only a means of reinforcement of learning but is an essential step in building responsibility in our students. Students are responsible for their learning.. Student assignments need to be developmentally appropriate, relevant, and meaningful activities. Homework is an extension of what is being taught in the classroom and is intended to help students:

- *Develop independent work habits.
- *Reinforce classroom learning.
- *Enrich academic activities.
- *Develop responsibility.

Examples of homework might include: reading, studying basic skills (letters, sounds, math facts); studying for upcoming test(s) (spelling, vocabulary, comprehension, skills based). Because homework is an extension of what is being taught in the classroom grades will be reflected as such (classwork or project). Students shall be given the opportunity to write assignments in the student planner or student folder to go home with the student daily. Parents should check the student planner or folder for what needs to be completed at home.

MAKEUP WORK

Excused Absences

A student will be permitted to make up work to include classwork, tests and projects due in any class missed because of excused absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher may receive a grade of zero for the assignment.

Except in cases of prolonged illness, make up work must be completed within **five days after a student returns to school**. Immediately upon returning to school, the student is responsible for asking the teacher for detailed assignments covering the work missed, and arranging to complete such make-up work promptly. The burden of responsibility for completing make-up work rests entirely upon the student rather than the teacher. A student having been informed in advance, by the teacher, of a test or written work to be completed on a certain day and is in attendance on that day will be responsible for it even though he was absent the day before, but had prior knowledge.

Students and their parents are encouraged to discuss options with the teacher to ensure the student completes all work required for the course or grade level.

If advanced notice of excused absence(s) is given, a teacher may choose to give assignments ahead of time prior to absences but is not required to.

Extracurricular Makeup Requirements

No Prior Knowledge of Assignment(s)

Students will be responsible for turning in assignments within five (5) school days from the day they were absent for an extracurricular activity.

Prior Knowledge of Assignment(s)

Students will be responsible for turning in assignments on the day they are due if they are leaving during the day for an extracurricular activity. Assignments can be given to the teacher or taken to the office. If the student leaves before 8 a.m., the assignment is due upon returning to class.

Redo an assignment or Retake a test

The district shall permit a student a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. The criteria is as follows:

- The student was under circumstances that were out of their control and hindered their ability to perform at their normal capacity (examples: death in the family or prolonged illness).

Late Work

Although the district does not promote late work, we do realize there are times when things happen and circumstances are out of the students control. Teachers may set guidelines for their classroom according to acceptance of late work.

Syllabus/Grade Information

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. Guidelines will be provided by each teacher at the beginning of the school year through a syllabus at the secondary level or a grade information sheet at the elementary. Teachers may ask for a signature on the syllabus or acknowledgement and for it to be returned to the teacher in order for the teacher to ensure you have read and received the information provided. These guidelines have been reviewed by each applicable curriculum department or grade level and have been approved by the campus principal prior to being communicated to parents.

Grading guidelines are also outlined in local policy and in the district student handbook. EIA & EIE (LOCAL) which are attached.

The syllabus or grading information will include

- The district established grading guidelines (which are listed above)
- Processes to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence or make up work
- Late Work Practices and Procedures
- Supplies needed for the class
- Other expectations set out by the teacher and aligned to the grading guidelines and/or student handbook
- Teacher contact information, procedures, and conference time

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

Elementary and Middle/Junior High Grade Levels

In grades 1-8, promotion is based on:

an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts (an average of reading and language arts), mathematics, science, and social studies.

Repeating Prekindergarten - Grade-8 at Parent Request

A parent may request in writing that a student repeat prekindergarten, kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned.

Sophomore - 6 credits; Junior 12 Credits; Senior 18 Credits

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

The first attempt of the course will remain on the student's transcript and the grade will continue to be averaged in the GPA. Repeating a high school course will NOT allow for replacement of the grade. Both attempts will be included in the GPA calculations.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued every six weeks electronically through the parent portal. Progress reports shall be issued for all students after the third week of each grading period. **If a student receives a grade lower than 70 in any class or subject at the end of either grading period, the teacher will contact the parent.**

Teachers follow grading guidelines that have been approved by the administrative team pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed (at the request of a parent or student) unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy.

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

Academic Dishonesty

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 determination that a student has engaged in academic dishonesty shall be based on the judgement of the classroom teacher or another supervising professional employee, taking into consideration written materials, observations, or information from students. (taken from Brackett ISD board policy EIA LOCAL)

Ascender Parent/Student Portal

Parent Portal is a web-site-application that provides parents access to educational information, including yearly registration forms and information, attendance, grades, and STAAR results. In order for parents to have access an account must first be created and parents must have the student portal user ID. Ascender Parent Portal can be accessed through the www.brackettisd.net web site. The campus secretary can assist you in obtaining your child's student portal ID. Ascender is a great resource to keep track of their grades, assignments, attendance, STAAR results and much more.

Student Portal is a web-site application that provides students with access to their education information to include grades, assignments, attendance and more. Secondary Students are required to create and maintain usage of an account each school year.

SPECIAL EDUCATION

Grading and Reporting

Grades must be based on student performance per the Individual Educational Program (I.E.P).

Grade Responsibilities

Students who attend a special education class for an entire subject area/course shall receive the grade from the appropriate special education teacher. Students who are served through the special education program but mainstreamed for a particular subject will receive their grade from the classroom teacher.

Students whose CONTENT is modified will receive a “G” in the comments section on the report card.

DAEP

A student removed to a Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity to complete coursework needed to fulfill the student's high school graduation requirements before the beginning of the next school year. The District may provide the opportunity to complete the coursework through any method available, including a correspondence course, distance learning, or summer school. The District will not charge the student for any method of completion provided by the District. [See policy FOCA(Legal).]

In-school Suspension

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The District may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(Legal).]

Students and their parents are encouraged to discuss options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(LOCAL)

Relation to Essential Knowledge and Skills	<p>The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.</p> <p>Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.</p>
Guidelines for Grading	<p>The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.</p> <p>The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.</p>
Progress Reporting	<p>The District shall issue grade reports/report cards every six weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.</p>
Interim Reports	<p>Interim progress reports shall be issued for all students after the third week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.</p>
Conferences	<p>In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.</p>
Academic Dishonesty	<p>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 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.</p>

ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

EIE
(LOCAL)

Curriculum Mastery	Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.
Students Receiving Special Education Services	Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]
Standards for Mastery	<p>In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:</p> <ol style="list-style-type: none">1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.
Grades 1–8	In grades 1–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts (an average of reading and language arts), mathematics, science, and social studies.
Grades 9–12	Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]