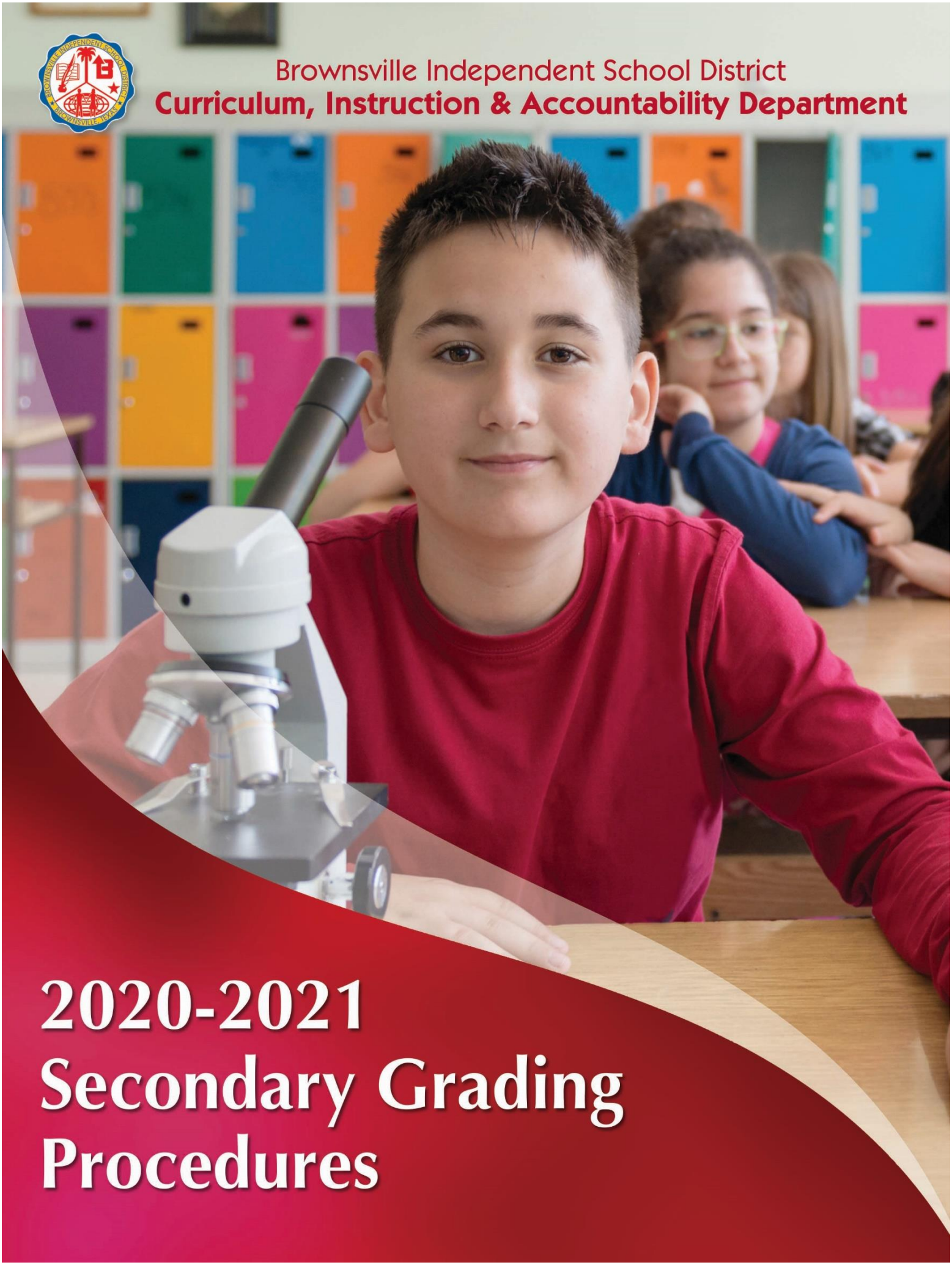
Brownsville Independent School District

Curriculum, Instruction & Accountability Department



2020-2021 Secondary Grading Procedures

Quick Reference

Secondary Grading Procedures 2020-2021 Revisions

All ..... Update School Year, Page Numbers, Dates, and Grammatical Errors

27……Updated Middle School Course Sequence

40…… Credit by Examination With No Prior Instruction

42 .....Revised Dual Enrollment Grading Procedures

53-57……Course Sequence and Alignment Charts Updated

Table of Contents

General Introduction ..... 4 – 25
Philosophy 4
Benchmark Philosophy 5
School Communications 6
Re-Teaching 7
Re-Testing 9
Attendance/Course Credit/Incomplete Grades 9
Make Up Work 12
Late Work 14
Lesson Plans/Grade Books 14
Secondary Homework Recommendations 16
Extracurricular Activities 18
Academic Dishonesty 21
Personal Graduation Plans 22
Summer School 22
Special Population Students 22
Concussion Management 24
Middle School Grading ..... 26 – 33
Course Requirements for Students Grade 6 in 2017-2018 27
Middle School Grading 28
Student Success Initiative for Eighth Grade Students 32
High School Grading ..... 34 - 44
Grading 35
Requirements for Graduation 39
Advanced Placement 41
Dual Enrollment 42
Appendices ..... 44 - 58
Appendix A: Out of District Grade Conversion Table 45
Appendix B: Migrant Student Credits through the Migrant Lab Program 46
Appendix C: Guidelines for English Language Learners 48
Appendix D: Student Success Initiative (SSI) Grade 5 & 8 [EIE Local] 50
Appendix E: Accelerated Instruction or Grades 3 – 8 [EIE Local] 50
Appendix F: Course Sequence and Alignment Charts 51
Appendix G: Current GPA Procedures 58

I. General Information

A. 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:

a. 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.

b. 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, make-up work and tests as per guidelines contained herein.

c. Grades reflect the student's understanding and progress towards mastery of the course content and will not be reflective of student behavior.

d. Since grading of student performance is of major importance, school personnel will exert maximum effort to maintain effective communication between the campus and the parent/guardian.

e. Grades will reflect mastery of the Texas Essential Knowledge and Skills (TEKS) hierarchical learning based on Bloom's Taxonomy with focus on higher-order thinking skills.

f. Administering and/or withholding physical activity as a form of punishment or behavior management is an inappropriate practice.

g. Parents, students, teachers, and administration must abide by the BISD Grading Policy.

TEC Section 28.0216: District Grading Policy

A school district shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. A district grading policy:

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
3. May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

   Added by Acts 2009, 81st Leg., R.S., Ch. 1236, Sec. 1, eff. June 19, 2009.

B. Benchmark Philosophy

In accordance with Chapter 74, the Brownsville Independent School District implements the Texas Essential Knowledge and Skills (TEKS) --- the state–mandated curriculum for all Texas students. To ensure that the appropriate grade level and/or content area TEKS are introduced in the appropriate sequence with the appropriate depth and complexity, BISD, with the assistance of District personnel including teachers, curriculum specialists, and main office personnel, have developed a scope and sequence for each grade level and/or content area.

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.

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 TSI, 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:

a. Ensuring that the objectives in the District's scope and sequence are being taught;
b. Aligning and revising the District's scope and sequence;
c. Providing campuses with data to assist them in analyzing student achievement;
d. Assessing the student's mastery of objectives taught;
e. Providing the District with overall information regarding student progress and
f. Exposing students to STAAR questioning format. All campuses must participate in the District Diagnostic Testing Program; however, individual campuses always have the option of administering 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

a. Progress Reports

1. At the end of the first three weeks of a grading period, a progress report must be sent home for all students including students serviced through special education whose grade average in any class is lower than 70 and is in danger of failing. Progress reports will be given in 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.
5. At the end of every six weeks or marking period, IEP Progress Reports must be sent home for any student in the Special Education Program. These IEP Progress

Reports must report progress on their individual goals and objectives in academics/instructional/behavior/related services.

b. 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 cards shall state the need for a conference between the appropriate teacher and the 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 strengths 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. Home Access Center, the electronic grade book, can be accessed by parents through the Internet via an access code and password.
8. Grades shall reflect work that has been accommodated and/or modified according to a student's Individualized Education Program (IEP) or 504 plan or English Language Learner Student Plan.

D. Re-Teaching

a. Re-teaching is defined as a differentiated presentation of content. 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.

b. Re-teaching is an integral part of the lesson cycle and may occur in many different situations. Some examples include
   1. During direct teaching as a teacher checks for understanding;
   2. During guided practice as a teacher monitors;
   3. During independent practice as students work individually or in cooperative learning groups; and
   4. During morning and/or after school tutorials.

c. 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 and documented in lesson plan~~s~~ and/or syllabus.

d. If initial re-teaching efforts are unsuccessful, the more complex process of <u>remediation</u> may be necessary. Remediation implies analysis of the learning task and further diagnosis of the student's needs, including the identification of deficient prerequisite skills. Remediation may occur in many different situations. Some examples include
   1. As a teacher works with small groups during class time, other students work independently;
   2. In a tutorial class;
   3. During morning and/or after school**;**
   4. In a remedial class; and/or
   5. Migrant Lab (serves Migrant students only).

e. In applying re-teaching procedures or remediation, school administrators and teachers need to ensure fairness and promote success for all students.

f. Re-teaching is important and school administrators and teachers are responsible for

seeing that it happens. Collegial sharing of ideas is encouraged.

E. Retesting

a. The teacher must notify the student of a failing major assessment within 5 school days of the test date.

b. There are no retests for research papers, projects, benchmarks, six weeks test(s) and semester exams.

c. The teacher and student will work together to schedule a retest **within (5)** school days after learning of the failing grade, except under extenuating circumstance determined by the principal. No retests are available for students who received a "0" for academic dishonesty.

d. The student may raise his/her score to a **maximum of 70** on the test upon mastery of the retest.

e. A student may not be retested more than one time for any given original major assessment.

f. Retesting procedures apply to all students. Dual Enrollment must follow University grading procedures.

F. Attendance/Course Credit/Incomplete Grades

a. If UIL extracurricular activities are scheduled during the school day and students miss class to participate, teachers will then be informed by the student and sponsor in writing prior to the event.

b. 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 students 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.**

c. 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 District Attendance Committee.

d. Students with special needs and/or identified in the §504 program, who may have experienced extenuating circumstances that impacted school attendance, (with appropriate documentation of medical or psychological treatment) may have their credit restored by their Admission, Review, and Dismissal Committee (ARDC) or §504 Committee beyond the 15th day timeline for appeal purposes.

e. Upon the third consecutive day of student's absence from the classroom, contact should be made by the teacher or parent liaison with the parents of the student to discuss reasons for the absence. Procedures to implement this will be developed at each campus.

f. 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.

g. An "incomplete" grade recorded for any grading period, except in the case of migrant students, must be made up within ten academic calendar days of the beginning of the next grading period. EL students whose classification is Beginner or Intermediate*, based on the District's assessment and LPAC recommendation, and in extenuating circumstances, with permission of the campus principal, may also be granted additional time. Work not completed within the specified time will be given a zero (0) credit and averaged with the other work. *Beginner and Intermediate students entering school between the 7th and 12th week of the first semester must be afforded the opportunity to complete course work for the 1st and 2nd six weeks or marking periods. 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 5th six weeks or marking period. An "incomplete" six weeks or marking period grade due to absences must be made up within the next six weeks reporting period.

h. Grade level advancement for at-risk 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]**

i. Course/Credit completed Out of Country: BISD has implemented the Course/Credit Validation Analysis (CVA) procedure, which will allow the district to ensure and expedite the process to evaluate academic records or transcripts for ***out-of-country*** students. Such procedure entails the following:

a. Each BISD high school Counseling Department in collaboration with the Bilingual Department/Central Office/Curriculum & Instruction Department will generate an individual electronic Course/Credit Validation Analysis (CVA) for students coming from *out-of-country,* who completed grades in their home country.

b. For students coming from Mexico, Parent/Guardian must provide Campus Counselor with an official report card and/or Academic Transcript; including 7th grade transcripts or its equivalent, and above. **"Secundaria (7th-9th) and Preparatoria (10th-12th)".** Parent/Guardian must sign the "***CVA_Parent's Autorization Letter.***"'

c. Once the student **BISD_CVA** has been reviewed and approved at the Central Office; student will be placed promptly in the appropriate grade level and/or subjects; reclassification or grade level changes must be done as appropriate.

d. Under special circumstance, high school equivalent courses earned in Preparatoria (Grades 10th-12th) **may be** analyzed and evaluated by a third party Credit Validation System through the LUCHA Program (Language Learners at the University of Texas at Austin's Center for Hispanic Achievement) to ensure proper class placement and to award credits for graduation plan. Credit Validation services must be authorized by the Bilingual Department Administrator.

State Board of Education rule requires that student transcripts be evaluated and students be placed "promptly in the appropriate grade and/or subjects." (19 Tex. Admin. Code §74.26(a)(2)). All districts and charters should be able to evaluate a transcript and appropriately place a student within 30 days of enrollment. A school district must ensure that the records or

transcripts of an out-of-state or out-of-country transfer student (including foreign exchange students) or a transfer student from a Texas nonpublic school are evaluated and that the student is placed in appropriate classes promptly. The district may use a variety of methods to verify the content of courses for which a transfer student has earned credit. §74.26. Award of Credit.

j. With the exception of migrant students, an "incomplete" grade recorded for the sixth six weeks (marking period) of the second semester must be made up by September 1 or within five days of the first day of attendance of the fall semester. Work not completed within the specified time will be given zero (0) credit and averaged with the other work.

   For Migrant students, the incomplete grade may be carried six months from the date of next enrollment. TEC Section 28.0214: Finality of Grade

   a. An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the school district grading policy applicable to the grade, as determined by the board of trustees of the school district in which the teacher is employed.
   b. A determination by the school district board of trustees under subsection (a) is not subject to appeal. This subsection does not prohibit an appeal related to a student's eligibility to participate in extracurricular activities under Section 33.081.

   Added by Acts 2003, 78th Leg., Ch. 194, Sec. 1, and effective June 2, 2003.
   Renumbered from Education Code, Section 28.0212 by Acts 2005, 79th Leg., Ch. 728, Sec. 23.001(14), eff. September 1, 2005.

G. Make-Up Work

a. Students, who have an excused or unexcused absence, will not be refused an opportunity to make up work if he/she is absent. ***The student will be given the same number of days to make up the work and turn in their work as the number of days he/she was absent.***

b. Students who are absent on an announced test day will be expected to take a test upon return. If any student has been absent the day prior to an announced assessment-and if nothing new has been covered, the student will be expected to complete or turn in assessment 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 makeup test.

c. 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.

d. Any student missing work due to participation in extracurricular activities must make prior arrangements with the teacher for work that will be missed prior to the absence.

e. If a student has been sent to "in school suspension," (ISS), he /she is to receive grades for assigned work completed while there. Teacher of record is responsible for providing assignments to students in ISS. Work not completed in ISS may be recorded as a zero.

f. If a student has been sent to the Brownsville Academic Center (BAC), he/she is to receive grades for assigned work completed while there. If a student does not complete the assigned work, he/she will not receive credit. Campuses are encouraged to outline procedures within campus faculty and student handbooks.

g. A student should not expect make up work and tests to be identical to that done in class during his/her absence.

h. Truant students (students who are absent without permission) will be provided the opportunity to make up work and major assessments.

[See 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 students receiving special education services will be removed and grades shall be reinstated-after the appropriate documentation has been completed/submitted.

H. Late Work Policy:

Late work is defined as any work completed and turned in after a designated due date. A teacher's late work policy must be stated on the course syllabus and approved by the principal prior to the first day of class.

I. Lesson Plans and Grade Books

a. Daily lesson plans are required for several reasons:

1. To assist the teacher in planning for differentiated instruction;
2. To document that instruction has included state, district, and campus objectives reflecting required TEKS and ELPS/Language objective and Sheltered Instruction must be reflected to meet the needs of English Learners students and
3. To provide for continued instruction when substitute teachers are necessary.

b. Lesson Plan Procedures

1. Lesson plans should be completed on a weekly basis prior to actual use. This schedule will be established in each-campus for checking lesson plans.
2. A copy of required instructional accommodations for Special Education or English Language Learners students must be given to the classroom teacher and maintained in a confidential file. Lesson Plans should reflect RTI accommodations/modifications as implemented for students with an individualized education program (IEP) or 504 plan. Documentation in the lesson plan books should be in accordance with FERPA requirements in which no clearly identifiable student identity is documented.

3. Student work must reflect standards of excellence which include, but are not limited to
   a.) Correct spelling, punctuation, grammar, and organization in a written product approximating the quality of a finished product, not first draft;
   b.) Accuracy of information, research, and investigative strategies reflective of scientific methods, and
   c.) Evidence of mastery of higher order thinking based on Bloom's Taxonomy, and focused on application, analysis, synthesis, and evaluation.

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

d. 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. Grades should reflect accommodations/modifications according to a student's Individualized Education Plan (IEP) or 504 plan.

f. All major and minor assessments must be graded, posted, published within 5 school days after student submission.

J. Secondary Homework Recommendations

a. Rationale: A major goal of the instructional program is to assist students in becoming committed to the process of learning. Learning is not restricted to the classroom, but is a continuous process. Homework is defined as out-of-class tasks assigned to students as an extension or elaboration of classroom work. There are three types of homework: **practice, preparation, and extension**. The basic objectives of homework are to reinforce the application of previously taught concepts, principles, and skills; extend student learning; and promote creative thinking and independent research.

Practice assignments reinforce newly acquired skills and previously introduced skills that students may need to review. For example, students who have just learned a new method of solving a mathematical problem should be given sample problems that allow them to practice the new method. **Preparation assignments** help students get ready for activities that will occur in the classroom. Homework assignments may also prepare students for the introduction of new information and may include reading assignments and book reports. Students may, for example, be required to do background research on a topic to be discussed later in class. **Extension assignments** are frequently long-term continuing projects that parallel class work. Students must apply previous learning to complete these assignments, which include science fair projects and term papers.

Assigning homework serves various educational needs. It serves as an intellectual

discipline, establishes study habits, eases time constraints on the amount of curricular material that can be taught in class, and supplements/reinforces work done in school. In addition, it fosters student initiative, independence, and responsibility and brings home and school closer together.

Homework provides an essential communication link between the school and the home. One measure of a program or course is the quality of the work done at home by the student. A sound program of homework may enhance a strong home-school partnership. In addition, homework should be a tool in developing independent thought, self-direction, and self-discipline. It may assist the student in developing good work habits and in the wise use of time.

b. Guidelines for homework include

1. **Carefully Monitor the Amount of Homework Assigned:** The amount of homework should be appropriate for the student's age and not take too much time away from other home activities (Marzano & Pickering).

   The National Education Association and the Parent Teacher Association, recommend the maximum amount of nightly homework should not exceed 10 minutes per grade level per night, all subjects combined. That is, a 1st grader should have no more than 10 minutes of homework per night, a 6th grader no more than 60 minutes per night, and a 12th grader no more than 120 minutes per night.

   But we know that students differ in their "working speed." A 20-minute assignment for one student could be a 60-minute assignment for another student. Homework may need to be **differentiated to fit individual needs**. Homework tasks can be differentiated by length, by difficulty, or by which concepts specific students need help understanding. Homework can also be differentiated by how students demonstrate learning. For instance, students with a learning disability may explain their understanding of a concept by using a tape recorder instead of writing their response (Vatterott) as documented in their IEP.

2. **Feedback, Grading, and Support:** Timely and specific feedback on homework can improve student achievement. Teachers may not have enough time to provide extensive feedback on every homework assignment, but they can make this task more practicable by using different methods to comment on homework. For example, a teacher might set up opportunities for students to share their work with each other and offer peer feedback; or when students are practicing a skill for homework, they can be asked to keep track of their accuracy and speed. Another option is to have students keep a homework portfolio that is collected and commented on once a week. (Marzano et al., p. 123) [Refer to Late Work Policy]

   Support programs during the school day (e.g., during an academic lab period) and/or after-school programs can help students who are either unwilling or unable to complete homework at home. The most successful homework support programs provide mandatory early intervention (e.g., students must attend when missing three assignments) and voluntary drop-in service for students who prefer the school environment for homework (Vatterott).

3. **Recommended Homework Minute Breakdown**

Middle School	
70 up to 80 minutes each night	
• Reading/English/Writing	25–30 minutes 3–5 times a week
• Science	20–25 minutes 2–3 times a week
• Math	20–25 minutes 4 times a week
• Social Studies	20–25 minutes 2–3 times a week
High School	
90 up to 120 minutes each night	
• Reading/English/Writing	30 minutes 5 times a week
• Science	30 minutes 3 times a week
• Math	30 minutes 5 times a week
• Social Studies	30 minutes 3 times a week

K. Extracurricular Activities

A student, who participates in extracurricular activities, shall be ineligible for 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 as evidenced on page 4~~0~~ 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.

Additionally,

a. All students passing all courses for the grading period remain UIL eligible throughout the next grading period.
b. Semester averages and semester final exam grades have no bearing on UIL eligibility.
c. Grades are accumulated from the first day of the grading period through the end of the grading period.
d. UIL ineligible students can regain UIL eligibility seven calendar days from the three-week grading period or the end of the grading period.
e. Students who become ineligible will not lose eligibility until seven calendar days after the end of the grading period.
f. The three-week grading period reflects only school weeks and does not include holidays and semester breaks.
g. A student shall be ineligible for participation in a contest or performance sponsored or sanctioned by the District or UIL after a six week evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class.
h. The grade evaluation period is defined as the first six weeks or marking period of a semester and each six week grade reporting period thereafter. [FM Legal]
i. Ineligible students regain eligibility seven calendar days from the three – week evaluation period or end of the grading period.

   Once a student becomes "ineligible," his/her grades are checked at the end of the 3rd week of the next grading period. At that point if the student is passing all of his/her

classes with a grade of 70 or above, his/her will regain eligibility 7 calendar days after the three week grading period. However, if the student has one class with a grade below 70, he/she will remain ineligible until the end of the six weeks when his/her grades will be evaluated again.

j. Ineligible students may participate in extracurricular practices, but not in contests or performances.

   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, and f].

k. For Special Education purposes, special consideration should be given to the following:
   1. If a student's grade is derived without following the required accommodations/modifications outlined in his/her IEP, the grade is invalid and a new grade must be determined after accommodations/modifications are in place.
   2. Students with special needs and/or identified in the §504 program, who may have experienced extenuating circumstances that impacted school attendance, (with appropriate documentation of medical or psychological treatment) may have their credit restored by their Admission, Review, and Dismissal Committee (ARDC) or §504 Committee beyond the 15 day timelines for appeal purposes.

l. For section 504 purposes, special considerations should be given to the following:
   1. If a student's grade is derived without following the required accommodations outlined in his/her Student Services Plan, the grade is invalid and a new grade must be determined after accommodations are implemented.

m. All high school courses taken in middle school, with the exception of instructional modules shall be considered as advanced level for UIL eligibility.

L. 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 but is not limited to 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.

a. 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.
b. 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].**
c. If a student cheats on any part of a test and/or assignment given in parts that is administered on separate days, he will receive a zero(s) only in the part where the cheating occurred.
d. All students involved in academic dishonesty may be subject to disciplinary action stipulated in the EIA [Local} and BISD Student Code of Conduct. A teacher that 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.

M. Personal Graduation Plans

a. A Personal Graduation Plan (PGP) will be prepared for all students entering into the 9th grade as well as any student in a middle school or beyond who did not perform satisfactorily on a state – mandated assessment test or is determined by the District as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. All BISD Middle School students will be required to have a Personal Graduation Plan.

   The PGP will be designed and implemented by a counselor, teacher, or other staff member designated by the principal. The plan will identify the student's educational goals and include consideration of the parent's educational expectations for the student.

b. For students receiving special education services, the personal graduation plan is developed by the ARD committee as part of the individual education program (IEP) in accordance to TEC 29.005. An intensive program of instruction (IPI) must be developed for any student who has not met passing standards on-state assessments.

N. 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 of credit.

O. Special Population Students

a. Students receiving Special Education Services will follow the BISD grading/retention procedures. Any necessary deviations will be presented to the ARD committee and will be documented in the student's Individual Education Program (IEP). The student's Individual Education Program 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 **– TAC**.) Numerical grades will be used for all students who are enrolled in grades 1st through 12th.

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 accommodations/modifications is the responsibility of the General Education teacher and/or Special 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, receiving special education services, 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 provided instruction on grade level TEKS, regardless of their instructional setting.

e. The Admission, Review and Dismissal Committee (ARDC) determines, on an individual basis, the need for instructional accommodations/modifications. The accommodations/modifications apply to <u>all assignments as specified in the student's IEP.</u> Accommodations/modifications do not apply to the calculation of the final grade.

f. For a student who is receiving special education services and who is not earning passing grades, the failure should be addressed and documented by special education/general education teacher(s). This failure should be addressed a minimum

of every six weeks.

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. The Section 504 Committee determines, on an individual basis, the need for instructional accommodations. Section 504/Dyslexia guidelines for accommodations will be followed. Monitoring of these guidelines is the responsibility of the regular education teacher, dyslexia teacher (if applicable), campus administrators, and Campus Section 504 Coordinators. If a student's grade is derived without following the required accommodations outlined in his/her Section 504 Plan, the grade is invalid and a new grade must be determined after accommodations are implemented.

i. Students in Section 504 will follow the BISD grading/retention procedures. Any necessary accommodations will be determined by the Section 504 committee and will be documented in the Student Services Plan. The Student Services Plan may include accommodations that enable the student to successfully meet the district's grading procedures. All students in Section 504 will receive a standardized district report card. In measuring the academic proficiency of a student with disabilities identified under Section 504, the student's potential for achievement or proficiency in the area must be considered by the Section 504 committee.

j. Concussion Management

Any student who is observed to, or suspected of, sustaining a brain injury needs to be monitored for any possible negative impact on their ability to learn as well as any health-related needs at school. Concussion injuries can directly impact a student's learning ability. School staff should be familiar with the Signs and Symptoms of a concussion. Students who display signs and/or symptoms of a concussion will follow the BISD "Return-to-Learn Protocol". The Principal shall establish a Campus Team, which will monitor an individual student's academic and physical progress. It shall be the responsibility of the Campus Team to follow the "Return-to-School Framework"

that will allow the student to recover from the injury without adversely affecting achievement. http://www.bisd.us/Dyslexia/

P. EL (English Learners)

a. Language Proficiency Assessment Committee

The Language Proficiency Assessment Committee (LPAC) identifies English Learners (ELs). LPAC further determines student placement and instructional category assignment. Students identified as English Language Learners (EL) will follow the BISD grading/retention policy. English Learners (ELs) must show mastery of the Texas Essential Knowledge and Skills (TEKS) as per Chapter 75/Chapter 89. The Language Proficiency Assessment Committee determines, on an individual basis, the need for linguistic instructional accommodations for identified English Learners. EL students that choose to participate in the ESL program will follow the guidelines for linguistic accommodations. The student's English Learner Student Plan may include goals and objectives, instructional accommodations and web-based instructional supplemental support.

http://bilingualeslbisd.weebly.com/

GRADING MIDDLE SCHOOL

Course Requirements for Students Grade 6 in 2020-2021

Course Requirements for Grade 6	Semester	Promotion/Retention Requirements
Reading/Reading SL	2	
English/*ESL I/ESL II/English SL	2	70% Final Average
Mathematics	2	
Social Studies (Contemporary World Societies)	2	
Science	2	
Physical Education/Health or Pre-Athletics/Health	2	Pass Electives with a 70% overall yearly average (composite)
Two Electives:	4	
Spanish I, Tech Applications, Band, Choir, Art, Dance**, Ballroom Dance**, Introduction to Team Sports, Flag Football or Tennis		
Course Requirements for Grade 7	**Semester**	**Promotion/Retention Requirements**
Reading/Reading SL	2	
English/*ESL I/ESL II/English SL	2	Pass each core area course with a 70% Final Average
Mathematics	2	
Texas History	2	
Science	2	
Physical Education or Athletics	2	Pass Electives with a 70% overall yearly average (composite)
Two Electives:	4	
Spanish II, ^Principles of Applied Engineering, Band, Choir, Art,		
Course Requirements for Grade 8	**Semester**	**Promotion/Retention Requirements**
Reading/Reading SL	2	**Grade Advancement Requirement:**
English/*ESL I/ESL II/English SL	2	Required State Assessments. Pass each core area course with a 70% Final Average
Mathematics	2	
US History	2	
Science	2	
Health	1	Pass Electives with a 70% overall yearly average (composite)
College and Career Readiness	1	
Two Electives:	4	
Athletics Spanish, Band, Choir, Art, Dance**, Ballroom Dance**, or ^Robotics I, or Principles of Education		

*ESL I is only required for students identified as Beginners. **NOTE: ESL II as recommended by LPAC. All EL students must be enrolled in SL courses.**
** Dance and Ballroom Dance can count as Physical Education credit
***A complete list of PE Options is available on p. 23, 37 and 38.
^Courses for High School Credit

Required Middle School Electives	
College and Career Readiness	1 Semester
Fine Arts	2 Semesters
Health	2 Semesters
Physical Education	4 Semesters

I. Middle School Grading

Grade Reporting: In order to maintain current information for parents/guardians, teachers are to grade, post and publish major and minor assignments within 5 school calendar days after student submission

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. Middle School Courses: Six Weeks Grades

Grades should reflect the academic progress of a student.

1. Major assessments are sixty percent (60%) of the grade. This must include a **minimum** of three major assessments per six weeks. Examples of major assessments include, but are not restricted to: reports, research papers, tests and projects. Projects and/or subjective assignments will contain a rubric with clearly defined criteria. BISD strongly encourages campuses to administer six weeks or marking period exams. Higher Order Thinking Skills should be included in major assessments. One out of the three major assessments per six weeks or marking period may be a project.

   Projects must have a rubric with clearly defined criteria which

   a. Is shared in written form with students prior to the assignment and/or assessment;

   b. Reflect the TEKS and curriculum objectives covered during the instructional segment of time immediately prior to or during the assignment of the project; and

* Accommodations used consistently in the classroom are allowed during assessments throughout the academic year.

c. Clearly delineates weights which are also shared with students prior to assignment and/or assessment.

NOTE: Semester Exams are not included in the Major Assessment category.

2. Minor Assessments-are forty percent (40%) of the grade. These must include a **minimum** of five minor assessments per six weeks. Quizzes, assignments, homework, and notebooks may be considered daily assessments.
3. By the end of the third week of the six weeks/marking period, a minimum of 1 test grades and 3 daily grades will be documented for each student who has been in attendance for at least 15 days of the six weeks/marking period.
4. Mathematical formula: Six Weeks Grades

[(Avg. Major X 0.60) + (Avg. Minor X 0.40)] = Six Weeks Grade

5. Mathematical formula: Semester Grade

[1st Six Weeks Grade + 2nd Six Weeks Grade + 3rd Six Weeks Grade + Semester Exam]/4 = Semester Grade

6. Grades should be rounded off.

Example

69.1 – 69.4 = 69
69.5 – 69.9 = 70

NOTE: All grading will follow the approved 2020-2021 Grading Procedures to include:

1.- Face to Face (F2F) Blended (Traditional with tech)

2.- At Home Learning (Synchronous or Asynchronous)

C. High School Courses: Six Weeks Grades (applies to all high school courses taught at the middle school level for high school credit only)

1. Teachers are encouraged to collect more than three major and five minor assessments per six weeks as appropriate to the needs of the students and the subject matter being assessed.
2. Mathematical Formula

[(Avg. Major X 0.60) + (Avg. Minor X 0.40)] = Grading Period Average

3. Example:

Major Assessment Grade Average: 69
Minor Assessment Grade Average: 75

[(69 X 0.60) + (75 X 0.40)] = Grading Period Average
[41.4 + 30.0] = Grading Period Average
71.4 rounds to a 71 for the Grade Period Average.

4. Examples of minor assessments include but are not restricted to: Oral reports and quizzes.
5. Examples of major assessments include but are not restricted to: projects, reports, reports, research papers, and quizzes.
6. Beginning in the 2017-2018 school year (**6TH Graders**), successful completion of an Algebra I and or an AP Spanish course taken in Middle School for High School credit will appear on the High School transcript and will be figured into the student's high school grade point average (GPA) applicable in the 2019-2020 school year (**8th Graders**).
7. The respective **End of Course (EOC) Exams**, where applicable, must be administered to students enrolled in a high school course in middle school.

D. Honor Roll and National Junior 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 which will be followed are:

1. "A" Honor Roll: The overall average of all courses must be 89.5 or above for the current six weeks or marking period only.
2. "B" Honor Roll: The overall average of all courses must be 79.5 – 89.4 for the current six weeks or marking period only.
3. There is no ranking of students at Middle School.
4. **National Junior Honor Society** is based on academic average and other criteria as stipulated by NJHS.

E. Semester Test

The Semester Test, the final test given at the end of each semester, will be a comprehensive examination covering the Texas Essential Knowledge and Skills (TEKS) prescribed by the state and district for the entire semester. The final examination will count one – fourth (1/4) of the total semester grade.

F. Semester Grade

1. 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. If the semester grade coincides with a UIL reporting date, then the final exam will not be included in the equations described above to determine UIL eligibility.
2. Formula for calculating Semester Grade

(1st six weeks average + 2nd six weeks average + 3rd six weeks average + Semester Exam Grade) / 4 = Semester Grade

3. Semester Final Exam Exemptions are not part of the formula for calculating Semester Grades; therefore, they are not allowed for any BISD course offering.

G. Yearly Grade Average

The yearly grade average is computed by averaging the two semester grades where applicable. This yearly average will then be placed in the grade book. The computer will do the calculation and post the final grade on the label to be posted in the permanent record card.

II. Student Success Initiative for Eighth Grade Students

The Student Success Initiative is in effect for students in eighth grade. According to TEC 28.021 and 28.0211 and Title 19, TAC Chapter 101, Subchapter BB

1. Each time a student fails to perform satisfactorily on any STAAR assessment, the District shall provide the student with accelerated instruction in the applicable subject area, which may include instruction outside normal school operating hours. The District shall also notify the student's parents of the failure, the accelerated instruction, and the possibility of retention.
2. SSI will be in effect for reading and mathematics in grades 5 and 8.

3. Under the Student Success Initiative (SSI) requirements for an eighth grade student who fails to perform satisfactorily on STAAR Reading and/or Mathematics after three attempts may only advance to the next grade if the student has completed all required accelerated instruction and the Grade Placement Committee decision is unanimous. The District shall give the parent written notice of their right and opportunity to appeal a decision to retain. The Grade Placement

   Committee must consider the following when determining whether a student should be promoted to the next grade:

   a. The recommendation of the student's teacher;
   b. The student's grade in each subject or course;
   c. The student's score on SSI STAAR assessments in 5 and 8 grades; and
   d. Any other necessary academic information.
   E. See tea.texas.gov for additional SSI information.

   A student who fails the reading and/or mathematics STAAR in grade 8, and is promoted to the next grade level, must complete the required accelerated instruction as a condition for promotion (H.B. 3, Section 28).

4. The District is not precluded from retaining a student who performs satisfactorily on reading and/or mathematics STAAR.
5. Students serviced through Special Education Program will follow SSI guidelines as stipulated in the GPC manual.

GRADING HIGH SCHOOL

I. Grading

Grade Reporting: In order to maintain current information for parents/guardians, teachers are to grade, post and publish major and minor assignments within 5 school calendar days after student submission.

A. Grading Scale: The following grading scale applies 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. High School Courses: Six Weeks Grades

Grades should reflect the academic progress of a student.

1. Major assessments are sixty percent (60%) of the grade. This must include a **minimum** of four major assessments per six weeks/marking period.
2. Minor Assessments are forty percent (40%) of the grade. This must include a **minimum** of four minor assessments per six weeks/marking period

C. Six Week Grades (Marking Periods)

1. Teachers are encouraged to collect more than four major and four minor assessments per six weeks or marking period as appropriate to the needs of the students and the subject matter being assessed.
2. By the end of the third week of the six weeks/marking period, a minimum of 2 major assessments and 2 minor assessments will be documented for each student who has been in attendance for at least 15 days of the six weeks/marking period.

3. Mathematical Formula

[(Avg. Major X 0.60) + (Avg. Minor X 0.40)] = Grading Period Averages

4. Example

Major Assessment Grade Average: – 69
Minor Assessment Grade Average: – 75

[(69 X 0.60) + (75 X 0.40)] = Grading Period Average
[41.4 + 30.0] = Grading Period Average
71.4 rounds to a 71 for the Grade Period Average.

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

C. Semester Grades

1. The **Semester Grade** is the average of the three (3) six week grading periods. 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 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.
2. Formula for calculating Semester Grade

(1st six weeks average + 2nd six weeks average + 3rd six weeks average + Semester Exam Grade) / 4 = Semester Grade

4. **Semester Final Exam Exemptions are not part of the formula for calculating Semester Grades; therefore, they are not allowed for any BISD course offering.**

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.

English IA and English IB

English IA Semester Grade: 65% + English IB Semester Grade: 77% / 2 = 71%

Student is awarded credit for both semesters.

3. 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.

1. Module Grading Average Procedure.
2.

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

Module Average = 3/4
Final Grade = 1/4

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

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

1. Sum of Modules = 327
2. 327 ÷ 4 (Modules) = 82
3. 82 X 3 = 246
4. 246 + 90 (Final Exam Grade) = 336
5. 336 ÷ 4 = 84 (Average)

2. Module Mastery Level
   a. Each module grade must equal to a 70 or better.
   b. The final exam grade must equal to a 70 or better.
   c. 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 a 70 or better. (Final average passing grade equals to a 70 or above.) Example:

Module Grades 81 + 84 + 82 + 80 = 327
Final Exam = 90

327 ÷ 4 Modules = 82
82 + 82 + 82 + **90** = 336
336 ÷ 4 = 84

F. Rounding Off

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

NOTE: All grading will follow the approved 2020-2021 Grading Procedures to include:

1.- Face to Face (F2F) Blended (Traditional with tech)

2.- At Home Learning (Synchronous or Asynchronous)

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:

1. "A" Honor Roll: The combined average of all courses must be 89.5 or above for current marking period only.
2. "B" Honor Roll: The combined average of all courses must be 79.5 – 89.4 for current marking period only.
3. **No Credit** (NC) grades are part of the calculations for Honor Roll.
4. National Honor Society **(NHS)** selection and induction is based on academic average and other criteria as stipulated by NHS.

II. Requirements for Graduation

The following will apply to students planning to graduate from a 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 9th 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 the academic achievement record of each student. Students entering Grade 9 in and/or 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 graduation requirements were met. The actual completion date of graduation requirements is indicated on the individual Academic Achievement Record (AAR) or the transcript.

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.

III. Credit by Examination With Prior Instruction

To be eligible to earn Credit by Examination (CBE), 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. See SB213 and TAC § 101.4002 for STAAR graduation requirements information.
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 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 2020-2021 High School Course Listing Guide for information on Credit by Examination without instruction for acceleration.

IV. Credit by Examination With No Prior Instruction

The Brownsville Independent School District allows BISD students in secondary academic courses to earn credit for a course on a basis of credit by examination for acceleration. Quarterly testing windows are January 1 to March 31, April 1 to June 30, July 1 to September 30 and October 1 to December 31. BISD does not charge for the exams for acceleration. The district administers examinations

developed by Texas Tech University.

Testing and awarding of credit guidelines follow the State Board of Education Rules as stated in the Texas Education Code, Code § 28.023.

BISD students interested in Credit by Examination for Acceleration with no prior instruction should contact the BISD Department of College and Career, Military Readiness.

V. Advanced Placement (AP) Coursework Exams

1. All students, who enroll in an Advanced Placement (AP classes, are not required to take the corresponding AP course exam in May. *Honors/AP Program Expectations and Course Agreement* will provide students the option to take an AP course for level 3 weight. 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 the Advanced Academics department. In so doing, the 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.

VI. Grading Procedures for Dual Enrollment/Dual Credit Courses

For semester long dual enrollment/dual credit courses, the Institute of Higher Education (IHE) grading policy will determine the BISD and the college transcript grades. Both grades should be the same. If the course is taught by a qualified BISD instructor who is approved by the IHE, the teacher will submit a letter grade to the IHE and a numerical grade for the BISD transcript. All dual enrollment/dual credit courses will be set up in the master schedule to receive only the term grade (TG) at the end of the semester. If the dual enrollment/dual credit course is taught by an IHE adjunct, the adjunct will submit a letter grade to BISD; and an approved conversion chart will determine the numerical grade for the BISD transcript.

Letter Grade	IHE Grade	BISD Grade if Taught by an IHE Adjunct	BISD Grade if Taught by a BISD Instructor
A	A	95	90-100
B	B	85	80-89
C	C	75	71-79
D	D	70	70
F	F	60	60-69

If the dual enrollment/dual credit course is a year-long course, the first semester grade will be determined by BISD's grading policy, and the second semester grade will be determined by the IHE's grading policy (applies to only English III/Comp I, and dual enrollment/dual credit math courses). For UIL eligibility, all dual enrollment/dual credit teachers will submit a UIL "Pass/Fail Document for Dual Enrollment Students" found on the district's webpage: https://bisdsite.wixsite.com/ccrsm/copy-of-early-college-high-school-6

1. Student Responsibilities/Dual Enrollment
   a) Students enrolled in Dual Enrollment courses are required to maintain regular and punctual attendance in all classes.
   b) The student is responsible to communicate with faculty members concerning any absence; in advance whenever possible.
   c) The student may be required to present evidence to support an absence, and make-up work for a class absence will be permitted only as specified by the faculty in the course syllabus.
   d) Dropping a course is the responsibility of the student and not taking appropriate steps may result in a grade of "F" (failing) for the course.
   e) 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

Dual Enrollment Re – Testing/Re – Teaching

Re-teaching and re-testing are not required in any dual enrollment course

Make-up exams shall be provided for students who are absent due to extracurricular activities or any other excused absence (i.e. like a death in the family).

APPENDICES

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:					
A+	**=**	**100**	**C+**	**=**	**79**
A	**=**	**96**	**C**	**=**	**76**
A-	**=**	**90**	**C-**	**=**	**70**
B+	**=**	**89**	**D+**	**=**	**69**
B	**=**	**86**	**D**	**=**	**66**
B-	**=**	**80**	**D-**	**=**	**60**
			F	**=**	**59**

Revised 5/03

III. Clarification about averaging of out of district failing grades with BISD grades refer to the 2019-2020 High School Course Listing Guide.

Appendix B – High/Middle Schools

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 are eligible for credit in a subject if they:

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

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:

A. Migrant students who withdraw early and who will be attending another school should be provided with all the information that will assist the receiving school in making a proper placement.

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

1. Migrate at the end of the fifth six week grading period and have completed major course requirements and taken a final exam, (Each case should be considered on an individual basis.)
2. Successfully complete the major assessments of their regular classes; and/or
3. Demonstrate mastery (70%) of TEKS by passing equivalent unit examinations for their regular classes.
4. Withdraw prior to the end of a semester and have not completed course requirements; they may request alternative placement.

Appendix C – Middle School

Guidelines for Instruction and Assessment of

English Language Learners (ELs)

The following guidelines are intended to apply to English Learners and shall help teachers meet the needs of ELs:

1. The Language Proficiency Assessment Committee determines, on an individual basis, the need for linguistic instructional accommodations for identified English Learners. The guidelines for linguistic accommodations will be followed. The student's English Learner Individual Education Plan may include goals and objectives, instructional accommodations, testing accommodation, extended classroom instruction, and web-based instructional supplemental support.
2. Accommodations for ELs may not alter the content or academic standards of the course. Thus, certain allowable accommodations may include, but are not necessarily limited to the following:

Instruction

- Instruction will focus on concepts and content knowledge with language scaffolding provided to increase English Language Proficiency.
- Linguistic scaffolding (e.g., focusing on particular words, highlighting grammar patterns, etc.)
- Adapted speech (rate and complexity) to align with student's listening proficiency
- Adapted content through the use of graphic organizers, study guides, Cloze passage, etc.
- Test-taking skills and strategies will be explicitly taught.
- Dictionaries, clarification of a word or phrase, and extended time will be allowed during instruction when possible.
- Instruction will allow students to move from whole group to small group into independent practice. Students should have ample opportunities to use oral language.
- Students will learn how to evaluate their own work.
- Linguistically adapted texts will be provided as needed.

- Explicit strategies will be used to teach content-area vocabulary.
- Tutorials will be available and students are encouraged to attend.

Assessment

- Assessment will focus on meaning and content.
- Assessment will include both product and process grades.
- Grading expectations and standards will be explicitly explained to the students, including the use of exemplars before the assessment.
- Grades will reflect a wide variety of measures (including oral components).
- Dictionaries, clarification of a word or phrase, and extended time will be allowed during instruction when possible.
- English Language Writing Portfolios will be utilized to assess the students writing progress.

The following are examples of accommodations which would alter the content or the standards of the course, and are not allowable:

- Reduced assignments
- Special projects in lieu of assignments
- Exams of reduced length
- Open book exams
- Peer tutoring/paired work arrangement

Appendix D – Middle School

Student Success Initiative (SSI) Grade 5 & 8 [EIE Local]

In addition to local standards for mastery and promotion, students in grades 5 and 8 must meet the passing standard on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade level.

Appendix E – Middle School

Accelerated Instruction for Grades 3 – 8 [EIE Local]

If a student in grades 3 – 8 fails to demonstrate proficiency on a state – mandated assessment, the student shall be provided accelerated instruction in accordance with state law. Additionally, students in grade 5 and 8 shall be subject to all provisions of GRADE ADVANCEMENT TESTING.

Appendix F – High School

Course Sequence and Alignment Charts

Course Sequence: English Language Arts			
Grade Level	**House Bill 5**	**Honors/AP**	**DE**
9th	English I and Communication Appl [Speech]	English I Honors	Communication DE [Speech]
10th	English II	English II Honors	
11th	English III	English Language AP	English III DE (COMP I)
12th	*English IV or **Advanced Course	English IV Literature AP	English IV DE (COMP II) Literary Genres DE

Course Sequence: Mathematics			
Grade Level	**House Bill 5**	**Honors/AP**	**DE**
8th		Algebra I Honors	
9th	Algebra I	Geometry Honors	
10th	Geometry	Algebra II* Honors	Algebra II (Math 1314) Pre-calculus (Math 2412)
11th	*Algebra II or Advanced Course	Pre-calculus Honors	
12th	*Pre-calculus, College Honors Math or Advanced Course	Statistics AP Calculus AB AP	Calculus AB (Math 2413) Statistics AB (Math 1342)

Course Sequence: Science

Grade Level	House Bill 5	Honors/AP	DE
9th	Biology, Environmental Systems, or IPC	Biology Honors	
10th	Biology, Environmental Systems, IPC or Advanced Course	Chemistry Honors	
11th	Advanced Course	Advanced Course Physics Honors Biology AP Chemistry AP Physics 1: ALG Based AP Environmental Science AP	Biology DE Chemistry DE Physics DE Physics DE
12th	Advanced Course		

Course Sequence: Social Studies

Grade Level	House Bill 5	Honors/AP	DE
9th	World Geography or World History	AP Psychology Human Geography AP	Psychology DE (9-12) Sociology DE (9-12)
10th	World Geography or World History	World History Honors World History AP	
11th	US History	Any AP or Innovative History Course US History AP	U.S. History DE (11-12) U.S. Government I (11-12) U.S. Government II (11-12) Macroeconomics DE (11-12)
12th	US Government & Economics	US Government Economics US Government AP Microeconomics AP or Macroeconomics AP Any AP or Innovative History Course	

Dual Enrollment Course Alignment Chart – TSC and BISD

BISD Course Number	TSC Course Equivalent	BISD Course Description	BISD PEIMS Number	Grade Level	BJSD Per Unit Credit	Prerequisite(s)
COL111(2)	ENGL 1301	English III A/B	03220300	11	½	English II & Meet College Admission Criteria
COL106	ENGL 1302	English IV	03220400	12	½	Pass Comp 1 w/a C or higher & Meet College Admission Criteria
COL126	ENGL 2341	Literary Genres	03221500	12	½	Meet College Admission Criteria
COL153	SPCH 1315	Communications	03241400	9 - 12	½	Meet College Admission Criteria
COL221(2)	MATH 1314	Algebra II A/B	03100600	9 - 12	½	Algebra I, Geometry and Meet College
COL211(2)	Math 2412	Pre-Calculus A/B	03101100	10-12	½	Algebra I, II, Geometry and Meet College Criteria
COL201(2)	MATH 2413	Ind. Studies in Math – Calculus A/B	03102500	11 - 12	½	Pre-Calculus and Meet College Admission Criteria
COL251(2)	MATH 1342	Statistics A/B	03102530	11 - 12	½	Pre-Calculus and Meet College Admission Criteria
COL186	SPAN 2313	Lang. OTE –Spanish III A/B	03440300	9 - 12	1	Meet College Admission Criteria
COL196	SPAN 2315	Lang. OTE -Spanish IV A/B	03440400	9 - 12	1	Meet College Admission Criteria
COL401	HISTORY 1301	AP US History A (up to 1877)	A3340100	11-12	½	Meet College Admission Criteria
COL402	HISTORY 1302	AP US History B (Since 1877)	A3340100	11 - 12	½	Meet College Admission Criteria
COl413	GOVT 2305	US Govt. I	03330100	11 - 12	½	Meet College Admission Criteria
COL473	GOVT 2306	Special Topics in Social Studies -Govt. II	03380002	11 - 12	½	Meet College Admission Criteria
COL423	ECON 2301	Economics	03310300	12	½	Meet College Admission Criteria
COL301	BIOL 1306	Scientific Research and Design I – Biology Dual A	13037200/(A)	10 - 12	½	Meet College Admission Criteria
COL351	BIOL 1106	BIO LAB A	13036400(A)	10 - 12	½	Meet College Admission Criteria
COL302	BIOL 1307	Scientific Research and Design I - Biology Dual B	13037200(B)	10 - 12	½	Meet College Admission Criteria
COL352	BIOL 1107	BIO LAB B	13036400(B)	10 - 12	½	Meet College Admission Criteria
COL311	CHEM 1311	Scientific Research and Design II-Chemistry Dual A	13037210/(A)	11 - 12	½	Meet College Admission Criteria
COL312	CHEM 1312	Scientific Research and Design II -Chemistry Dual B	13037210/(B)	11 - 12	½	Meet College Admission Criteria
COL321	PHYS 1301	Scientific Research and Design III – Physics Dual A	13037220/(A)	11 - 12	½	Meet College Admission Criteria
COL322	PHYS 1302	Scientific Research and Design III – Physics Dual B	13037220/(B)	11 - 12	½	Meet College Admission Criteria
COL341	BIOL 2301	Anatomy and Physiology A	13020600	11 - 12	½	Meet College Admission Criteria
COL342	BIOL 2302	Anatomy and Physiology B	13020600	11 - 12	½	Meet College Admission Criteria
COL443	PSYC 2301	Psychology	03350100	9 - 12	½	Meet College Admission Criteria
COL453	SOCI 1301	Sociology	03370100	9 - 12	½	Meet College Admission Criteria
COL053	ARTS 1301	Art 1/Appreciation	03500110	9 -12	1	Meet College Admission Criteria

COL076	MUSI1306	Music Appreciation	03155600	9-12	1	Meet College Admission Criteria
DE1581(2)	AUMT 1305 AUMT 1310 AUMT 1407	Automotive Technology I A/B	13039600	10-12	1	Meet College Admission Criteria
DE1591(2)	AUMT 2317 AUMT 13316	Automotive Technology II A/B	13039700	11-12	1	Meet College Admission Criteria
DE1601(2)	ABDR 1203 ABDR 1301 ABDR 1419	Collision Repair & Refinishing A/B	13039800	10-12	1	Meet College Admission Criteria
DE1611(2)	ABDR 1307 ABDR 1315	Paint & Refinishing A/B	13039900	11-12	1	Meet College Admission Criteria
DE0621(2)	CNBT 1301 CNBT 1316 RBPT 1300	Construction Technology IA/B	13005100	10-12	1	Meet College Admission Criteria
DE0591(2)	CNBT 1300 CRPT 1311 CRPT 1325`	Construction Technology IIA/B	13005200	11-12	1	Meet College Admission Criteria
DE1621(2)	ELPT 1321 ELPT 1325 ELPT 1329 ELPT 1391	Electrical Technology IA/B	13005600	10-12	½	Meet College Admission Criteria
DE1631(2)	ELPT 1315 ELPT 1320 ELPT 1345	Electrical Technology II A/B	13005700	11-12	1	Meet College Admission Criteria
DE1641(2)	HART 1301 HART 1307	Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I	13005800	10-12	½	Meet College Admission Criteria
DE1651(2)	HART 1300 HART 1310	Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II	13005900	11-12	1	Meet College Admission criteria

* Regardless of a student's high school entry date, the most current dual enrollment alignment chart will be applicable in all circumstances.

Dual Enrollment Course Alignment Chart – UTRGV and BISD

BISD Course Number	UTRGV Course Equivalent	BISD Course Description	BISD PEIMS Number	Grade Level	BISD Per Unit Credit	Prerequisite(s)
COL111	ENGL 1301	English III A/B	03220300	11	1	English II & Meet College Admission Criteria
COL106	ENGL 1302	English IV A/B	03220400	12	1	English I, II, III & Meet College Admission Criteria
COL153	SPCH 1311/1315	Communications	03241400	11-12	½	Meet College Admission Criteria
COL221	MATH 1314	Algebra II A/B	03100600	11-12	1	Meet College Admission Criteria
COL251	MATH 1342	Statistics A/B	03102530	11-12	1	Meet College Admission Criteria
COL211	MATH 2412	Pre-Calculus A/B	03101100	11-12	1	Algebra II and Meet College Admission Criteria
COL201	MATH 2413	Ind. Studies in Math-Calculus	03102500	11-12	1	Pre-Calculus and Meet College Admission Criteria
COL301	BIOL 1406	Scientific Research and Design 1 – Biology Dual A	13037200A	11-12	½	Meet College Admission Criteria
COL302	BIOL 1407	Scientific Research and Design I Biology Dual B	13037200B	11-12	½	Meet College Admission Criteria
COL311	CHEM 1311	Scientific Research and Design II - Chemistry Dual A	13037210A	11-12	½	Meet College Admission Criteria
COL312	CHEM 1312	Scientific Research and Design II - Chemistry Dual B	13037210B	11-12	½	Meet College Admission Criteria
COL321	PHYS 1401	Scientific Research and Design III – Physics Dual A	13037220A	11-12	½	Meet College Admission Criteria
COL322	PHYS 1402	Scientific Research and Design III- Physics Dual B	13037220B	11- 12	½	Meet College Admission Criteria
COL413	POLS 2305	US Govt. I	03330100	11-12	½	Meet College Admission Criteria
COL473	POLS 2306	Spec. Topics in Social Studies – Govt. II	03380002	11-12	½	Meet College Admission Criteria
COL423	ECON 2301	Economics	03310300	12	½	Meet College Admission Criteria
COL453	SOCI 1301	Sociology	03370100	11- 12	½	Meet College Admission Criteria
COL053	ARTS 1301	Art 1/Appreciation	03500110	11- 12	1	Meet College Admission Criteria

*Dual enrollment with UTRGV is open only to BISD rising 11th and 12th grade students.

** Regardless of a student's high school entry date, the most current dual enrollment alignment chart will be applicable in all circumstances.

Brownsville Independent School District

Dual Enrollment Course Alignment Chart – UTRGV and BECHS

BISD Course Number	UTRGV Course Equivalent	BISD Course Description	BISD PEIMS Number	Grade Level	BISD Per Unit Credit	Prerequisite(s)
COL105	ENGL 1301	English III A/B	03220300	11	1	English II & Meet College Admission Criteria
COL106	ENGL 1302	English IV A/B	*03220400*	11-12	1	English III & Meet College Admission Criteria
COL126	ENG 2341	Literary Genres	03221500	11-12	1	Meet College Admission Criteria
COL136	ENGL 2351	Independent Study in English	03221800	11-12	1	Meet College Admission Criteria
COL146	MASC 2301	Mexican American Studies	N1130023	11-12	1	Meet College Admission Criteria
COL153	COMM 1311/1315	Communications	03241400	11-12	½	Meet College Admission Criteria
COL223	MATH 1314	Algebra II A/B	03100600	11-12	1	Meet College Admission Criteria
COL251	MATH 1342	Statistics A/B	03102530	11-12	1	Meet College Admission Criteria
COL211(2)	MATH 2412	Pre-Calculus A/8	03101100	11-12	1	Algebra II and Meet College Admission Criteria
COL201	MATH 2413	Ind. Studies in Math-Calculus	03102500	11-12	1	Pre-Calculus and Meet College Admission Criteria
COL156	HIST 1301	Special Topics in Social Studies	03380002	11-12	½	Meet College Admission Criteria
COL166	HIST 1302	United States History Since 1877	03340100	11-12	1	Meet College Admission Criteria
COL186	SPAN 1311/2313	Lang.OTE-Spanish III A/B	03440300	11-12	1	Meet College Admission Criteria
COL196	SPAN 1312/2315	Lang.OTE – Spanish IV A/B	03440400	11-12	1	Meet College Admission Criteria
COL303	BIOL 1406	Scientific Research and Design I – Biology Dual I	13037200	11-12	1	Meet College Admission Criteria
COL306	BIOL 1407	Scientific Research and Design II – Biology Dual II	13037210	11-12	1	Meet College Admission Criteria
COL323	PHYS 1401	Scientific Research and Design III- Physics Dual	13037220	11-12	1	Meet College Admission Criteria
COL326	PHYS 1402	Scientific Research and Design III- Physics Dual	13037220	11-12	1	Meet College Admission Criteria
COL413	POLS 2305	US Govt. I	03330100	11-12	½	Meet College Admission Criteria
COL473	POLS 2306	Spec. Topics in Social Studies – Govt. II	03380022	11-12	½	Meet College Admission Criteria
COL423	ECON 2301	Economics	03310300	11-12	½	Meet College Admission Criteria
COL443	PSYC 2301	Psychology	03350100	11-12	½	Meet College Admission Criteria
COL453	SOCI1301	Sociology	03370100	11-12	½	Meet College Admission Criteria
COL053	ARTS 1301	Art I / A ppreciation	03500110	11-12	1	Meet College Admission Criteria
COL176	CSCI 1380	Computer Science I	03580200	11-12	1	Meet College Admission Criteria
COL076	MUSI 1306	Music Appreciation	03155600	11-12	1	Meet College Admission Criteria

*Dual enrollment with UTRGV is open only to BISD rising 11th and 12th grade students.

** Regardless of a student's high school entry date, the most current dual enrollment alignment chart will be applicable in all circumstances.

Porter ECHS P-TECH Program of Study: Mechatronics Supplemental Requirement Group: BI-ME				
Course Number	**Course Name**	**Grade Level**	**Per Unit Credit**	**BISD Recommended Prerequisites TEA Required Prerequisites***
PTE401(2) U01401(2)	Principles of Manufacturing	9	1/2	None
PTE411(2) UTE411(2)	Manufacturing Engineering Technology I	10	1/2	Principles of Manufacturing
PTE421(2) UTE421(2)	Manufacturing Engineering Technology II	11	1/2	Manufacturing Engineering Technology I
PTE431(2) UTE431(2)	Practicum in Manufacturing	12	1	Manufacturing Engineering Technology II

Hanna ECHS P-TECH Program of Study: Health Service Technology Supplemental Requirement Group: PS-HS				
Course Number	**Course Name**	**Grade Level**	**Per Unit Credit**	**BISD Recommended Prerequisites TEA Required Prerequisites***
0T1101(2) U01101(2)	Principles of Health Science	9-11	1/2	None
0T7341(2) U47341(2)	Medical Terminology	10-12	1/2	Principles of Health Science
0T7351(2) U47351(2)	Health Science Theory/Health Science Clinical	11-12	1	Medical Terminology; Biology*
301131(2) U01131(2)	Practicum in Health Science I	12	1	Acceptance into Certification Program (CNA, RXT) OR Clinical Rotation Site Assignment and 3 POS Courses; Health Science Theory* and Biology*

Hanna ECHS P-TECH Program of Study: Health Service Technology Supplemental Requirement Group: PS-HS				
Course Number	**Course Name**	**Grade Level**	**Per Unit Credit**	**BISD Recommended Prerequisites TEA Required Prerequisites***
PLW171(2)	PLTW Principles of Biomedical Science	9	1/2	None
PLW191(2)	PLTW Human Body Systems	10	1/2	Principles of Biomedical Science
PLW201(2)	PLTW Medical Interventions	11	1/2	Human Body Systems
PLW211(2)	PLTW Biomedical Innovations	12	1/2	Medical Interventions

Appendix G – High School

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