

**STANDARDS FOR
MASTERY**

Promotion standards by grade:

1. 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 three of the following areas: language arts, mathematics, science, and social studies. **[EIE Local]**
2. High School: Grade-level advancement for students in grades 9–12 will be earned by course credits.

**ACADEMIC
DISHONESTY AND
INTEGRITY**

Students who are caught cheating, including copying another student's work, knowingly allowing someone to copy their work, or presenting someone else's work as their own, will receive a zero for the assignment and are subject to other appropriate disciplinary actions as provided in the Student Code of Conduct. Teachers must follow campus procedures regarding suspected cheating (such as discipline referral to the office for investigation) prior to assigning the zero.

**GRADING AND
REPORTING
PROCEDURES**

1. Official Grade Reports
 - a. Report Cards
 - (1) The District shall issue grade reports/report cards every nine weeks on a form approved by the Superintendent or designee.
 - (2) Means of reporting student's mastery of concepts and achievements:
 - (a) Checklist of required skills-Pre-K and K
 - (b) Numerical averages-Grades 1-12
 - (3) Type and weight of assignments, including any maximum weights allowed:
 - (a) Elementary visual arts, music, and PE in Grades 1 - 5
 - One category 100%
 - At least 4 grades taken in each grading period
 - (b) Grades 1-12 all subjects
 - Major Grades 60%
 - Other Grades 40%
 - (4) At least ten daily grades and at least four major grades will be taken in each grading period.
 - (5) Teachers of record are required to post at least 1 to 2 grades in their online gradebook each week. For those classes where the teacher is absent more than a week, it is the responsibility of the campus leadership team to ensure that assignments are provided in those classes, grading of the assignments occurs on a weekly basis, and grades are posted in the online gradebook.

- (6) If a student transfers to Beaumont ISD from another district that uses other grading systems, the following guidelines will be applied:
 - (c) A grade of an A, A⁺, A⁻, E, or 4 will be transcribed as a 95.
 - (d) A grade of a B, B⁺, or B⁻ will be transcribed as an 85.
 - (e) A grade of a C, C⁺, C⁻, S, or 3 will be transcribed as a 78.
 - (f) A grade of a D, D⁺, D⁻, N, or 2 will be transcribed as a 73.
 - (g) A grade of an F, F⁺, F⁻, U, or 1 will be transcribed as a 65.
- (7) In the case that an out of state district or foreign country district considers grades of 60-69 as a passing grade and gives credit, the Beaumont ISD will transcribe the grade as a 73.
- (8) Students may turn in late work for a maximum penalty of 10 percent of the total grade for each day late. Teachers can use their discretion to reduce this penalty for the benefit of students. All work is to be done as scheduled by the teacher. Teachers must accept late work assignments up to three days late. After three days, it is up to the teacher's discretion to accept late work. When utilizing discretion under this section, teachers must document the rationale for deviation in order to demonstrate consistency in grading.
- (9) The computerized grade book rounds up averages for grading periods and semesters to the next higher value if the decimal fraction is .5 or higher. For example, 94.5 becomes 95 while 94.49 remains 94. Teachers are encouraged to re-evaluate any average of 69. The grade book has a teacher override feature to be used as appropriately needed. The practice of allowing a student to borrow points from his/her average for the next grading period in order to have a passing average for the current grading period is illegal. Curves applied must be implemented consistently and to all students.
 - b. Interim progress reports shall be provided in accordance with the UIL grade reporting policy and/or local grading timelines. Supplemental progress reports may be issued at the teacher's discretion.
 - c. In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.
 - d. For Grades 1 - 12, parents access their child's grades online using Parent Self Serve. Teachers will post grades within five days of most assignment due dates. Extenuating circumstances, such as absence of the teacher or student, may prevent grades from being posted within five days. The following codes are available for teachers to use:

- (1) M (Missing)-Indicates that the assignment is missing but will still be accepted if/when submitted to the teacher. M (Missing) scores are counted as a zero for purposes of calculating a student's average. Teachers can also use NHI (Not Handed In), DNP (Did Not Participate), or L (Late) in place of the M (Missing) code.
 - (2) I (Incomplete)-Indicates that some component of the assignment is Incomplete but will still be accepted if/when completed. Incomplete does not count against the student average the same way an empty/blank cell is calculated. Therefore, teachers need to be careful using this code and resolve the incomplete grade quickly. Teachers can also use ET (Extended Time), ABS (Absent), PC (Partially Complete), or PND (Pending) in place of the I (Incomplete) code.
 - (3) EX (Exempt)-Indicates that the student is not responsible for the assignment. Exempt scores are not considered in the calculation of student average.
 - (4) 0 (Zero)-Indicates that the student will receive no credit for the assignment or the assignment will no longer be accepted. Zeros should be entered only when the grade is final and will be calculated as such in the student average
- e. Incomplete as the Grade on Progress Reports and Report Cards -A student with an incomplete grade is ineligible to participate in UIL activities at the end of the seven day grace period unless the incomplete is replaced with a passing grade prior to the end of the seven day grace period. Students with an incomplete grade either within or beyond the end of the seven day grace period may regain eligibility if the work is made up in accordance with the district policy in regard to time allowed for make-up work and the conditions under which make-up work are allowed. The following recommendations should be followed:
- (1) Make-up work is defined as work that was missed due to an excused or unexcused absence. A student with a passing grade who needs to complete make-up work should be given their current grade on the progress report or report card. After the make-up work has been completed, the teacher must complete a grade correction form to update the student's grade.
 - (2) A student with a failing grade who needs to complete make-up work should be given an incomplete on the progress report or report card. After the make-up work has been completed, the teacher must complete a grade correction form to update the student's grade. This must be done within the seven day grace period or in accordance with the district policy in regard to time

allowed for make-up work and the conditions under which make-up work is allowed. If the student earns a passing grade, the student will maintain his/her UIL eligibility.

- (3) An incomplete on a progress report or report card beyond the seven day grace period has the same impact on eligibility as a failing grade until a passing grade is earned in accordance with the district policy in regard to time allowed for make-up work and the conditions under which make-up work are allowed.
 - (4) An incomplete must be cleared and changed by the teacher by the next progress report except in case of extended illness. The teacher must have given the student an opportunity to make up the work. If the student has been given an opportunity to make up the work and still has not completed the work by the next progress report, the grade for the missing work defaults to a zero and the average for the grading period is recalculated. Extensions to this timeline due to extended illness can be arranged by the teacher and grade level counselor or principal.
2. Credit by examination - Refer to Board Policies EHDB and EHDC
 3. Homework
 - a. Philosophy
 - (1) Homework may be used to enrich or reinforce topics covered in class with the intent to develop mastery of unit objectives. In most cases, homework should follow successful in-class guided practice.
 - (2) The teacher is responsible for assigning effective, well-planned homework assignments that aid the student in the mastery of district curriculum objectives or other appropriate objectives. Homework will not be assigned as punishment. Teachers should not assign excessive quantities per guidelines listed below.
 - b. Guidelines
 - (1) The purpose of assigned homework and how it will be graded must be made clear to the students.
 - (2) Homework should be assigned to help the student prepare for classroom work (such as reading a text or watching a video lecture) and/or to provide practice or enrichment in a concept or skill that has been presented and practiced in class.
 - (3) Assigning more than an average of 20-30 minutes of homework per day per academic level course on a typical night should be avoided or scheduled several days in advance (i.e., total homework for all courses per night: 20-30 minutes for elementary, 40-60 minutes for middle school, and 60-90 minutes for high school). The minutes that a student devotes to homework each week will likely increase during grades 6 to 12. Depending on the courses taken, a high

school student may spend over 2 to 3 hours per week on some courses. Students who choose to participate in PreAP/AP level courses should expect to spend additional time.

- (4) Homework may be evaluated in a variety of ways. Checking for completion can be appropriate on a limited basis. However, the percent completed must be considered instead of all or nothing. It is not sound to give a 0 to a student who has almost completed the entire assignment nor is it sound to give a 100 to a student who wrote wrong answers just to finish an assignment. More frequently, a complete analysis of procedure, content, and/or correct answers is appropriate.
4. Makeup work - It is the student's responsibility to complete work missed while absent from class. The teacher should convey the message that assigned work is important and must be completed by all students. The following are general statements covering makeup work:
 - a. Students who have excused or unexcused absences will be permitted to make up regular coursework and receive the actual grade earned.
 - b. Students returning to class following an absence or a tardy are responsible for finding out from the teacher what work is to be completed and a date for such completion. Normally, the number of days absent plus one additional day will be given for a student to complete any makeup work without penalty. However, assignments done in class (class work, homework, quizzes, tests) on the day a student is absent for a field trip or extracurricular activity are due at the next class meeting. Work assigned prior to the absence(s) is due on the first return day, including tests.
 - c. Makeup work, especially tests, may be of an alternate version.
 - d. Makeup work should be graded in a manner similar to the grading of the original assignment. The teacher has the option to alter assignments and grading, but the scope of work required and the grading specificity should be consistent with all students.
 - e. Teachers should make notes available and offer other assistance to students who have had absences for significant periods of time.
 - f. At the high school level, makeup tests should be scheduled before or after school. Makeup tests may be given during the class period at the teacher's discretion.
5. Test/Examinations
 - a. Philosophy
 - (1) The primary purpose of examinations should be to measure the student's mastery of the district curriculum objectives. Mastery of

objectives by students is an indication of successful teaching practices.

- (2) Each exam must be written and analyzed carefully to inform the teacher of needed revision to the lesson design and delivery and to identify students for targeted interventions
- b. If a student receives a grade less than 70 on a test, he/she will be given the opportunity to retake the test. The student must arrange with the teacher a time before or after school to retake the test within two weeks and before the end of a grading period. The teacher can require a form of re-teaching (attending tutorials, extra assignment) before allowing a student to retake the test. **The score on the retaken test will be averaged with the original test score.** Nine-week and semester exams are exempt from the retake policy.
[EIA Local]
- c. Testing Practices: The following testing practices should guide campus, departmental or specific course decisions about grading. The use of common assessments is a research-based best practice.
 - (1) Major tests are considered to be unit, concept, or time-period (i.e. weekly, nine-week) tests. Major tests are intended to take the majority of a class period to complete (more than 30 minutes).
 - (2) A major test should include questions which require varied levels of mental processing in order to respond correctly.
 - (3) Major tests should include questions which require a variety of response patterns from students (i.e., multiple-choice, listing, essay, open-ended). Attention should be given to the need for all students to become skilled in writing meaningful, well-constructed statements of responses.
 - (4) Major tests should be scheduled and communicated to the students at least three class days in advance.
 - (5) Since many subjects are sequential and each new concept builds on prior ones, some major tests may include previously covered material.
 - (6) Semester examination should be representative of the entire semester's work.
 - (a) At the high school level, semester examinations are given in all courses. A common district semester exam schedule is published for BISD high schools.
 - (b) At the middle school level, semester examinations must be given in courses for which high school credit is awarded at the conclusion of each semester.
 - (c) For all courses that grant high school credit, semester exams are weighted as 20% of the semester average.

- (d) Nine-weeks and semester examinations will not be sent home with students.
6. Project/Research Paper
 - a. A project/research paper is a research-based, culminating product of learning developed by students over an extended period of time that is based on established curriculum and that is assessed throughout the process.
 - (1) An assessment which includes a rubric that clearly defines the grading criteria and places the majority of the grade on the content learned, not the presentation of the project.
 - b. Projects/Research Papers shall not be required to be completed during holiday breaks.
 7. Extra Credit - Extra credit may only be awarded on the basis of an academic product that can be directly related to the Beaumont ISD curriculum objectives. If a teacher makes extra credit available to one student, he/she must give all students in the same course an equal opportunity for extra credit. **Extra credit must not be given for providing classroom supplies or materials.** A campus may adopt additional procedures for extra credit such as no extra credit in a certain course or no extra credit on major grades. The maximum value with extra credit points included which can be entered into the computer grade book is 125. When posting end of grading period averages, the maximum grade is 100.
 8. Suspension - The District will not impose a grade penalty for makeup work after an absence because of suspension.
 9. College coursework/dual credit courses - Refer to Board Policy EHDD
 10. Class rank calculation - Refer to Board Policy EIC
 11. Grade change when moving from Advanced to Regular courses
 - a. If a student drops a Pre-AP or IHP course and goes into a regular class, ten points will be added to the course grade for that student. The grade is changed only for the current grading period (or previous grading period if dropped within a week after the end of a grading period) that the student drops the class.
 - b. The teacher of the advanced class being dropped must be the one to complete the grade change form and return it to the registrar or counselor for the ten points to be added to the student's permanent grade and a copy must be placed in the student's cumulative folder for record-keeping purposes.
 - c. The student must be made aware that the class change is for the remainder of the school year.

12. No pass, no play exemptions -Students participating in UIL activities may exempt the No Pass, No Play rule in AP, PreAdvanced, IB, or Dual Credit courses identified in §33.081 of the TEXAS EDUCATION CODE. The student's grade cannot be below 60 percent. Courses identified in §33.081 of the TEXAS EDUCATION CODE and taught by institutes of higher education are exempt from No Pass, No Play.
13. Students failing at any point in the grading period shall receive the following from the teacher:
 - a. Intervention, either in class or with before- or after-school tutorials.
 - b. Parent notification and student conferencing.
 - c. Counselor/Special Programs personnel consultation, if needed.

Links to 24 - 25 Contracts:

PreAdvanced Middle School Contract:

https://docs.google.com/document/d/1XPzdEWmeTly6sIKUleYrolaq-0ZMBsZTgKy33J6jg_c/edit?usp=sharing

PreAdvanced High School Contract:

https://docs.google.com/document/d/1pTqEmE498o5T0_3hbjHtln8vFvjVkaeQ5Slej435HA/edit?usp=sharing

AP Contract:

https://docs.google.com/document/d/1-1axOEioRDUUsLkangjSLc2PeJC8fSx_/edit?usp=sharing&oid=114762133713381008086&rtpof=true&sd=true

Dual Credit Contract:

https://docs.google.com/document/d/1DKdm4Np_bnLecG8sc0ETKFPsvCz_Ekmh_0xqDcqOJrg/edit?usp=sharing

Beaumont Independent School District

No Pass, No Play Exemption Form for Courses Identified in §33.081 of the TEXAS EDUCATION CODE

This form must be completed and on file for a student to maintain eligibility for UIL events. This exemption only applies to courses identified in §33.081 of the Texas Education Code (AP, IB, Honors, and Dual Credit) and the student must meet all other eligibility requirements.

Student's Name: _____ Date: _____

Student's ID#: _____

Course Name and Section #: _____

Teacher's Name (Teacher of record for course named above): _____

The teacher of record must initial by each of the items below and sign at the bottom to indicate the student meets the requirements for the exemption.

The student's grade cannot be below 60 percent. (Teacher Initials _____)

The student must have no zeros recorded in the teacher's grade book for the corresponding grading period. (Teacher Initials _____)

The student must have attended mandatory tutorial sessions offered in the deficient subject area within the corresponding grading period. (Teacher Initials _____)

The principal must initial by the item below and sign at the bottom to indicate this is the student's only exemption for this semester.

The student may only use an exemption one time per semester during a school year. (Principal Initials _____)

Teacher's Signature: _____

Student's Signature: _____

Parent's/Guardian's Signature: _____

Principal's Signature: _____