Bullard ISD

Grading & Assessment Guidelines 2026-2027

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BISD Curriculum and Instruction K-12 General Information

Purpose
The procedures included in the Grading and Assessment Guidelines are in accordance with best practice, EIA (LEGAL and LOCAL), and the Texas Education Code 28.0216. This manual will promote consistency in grading practice and aid instructional staff. These guidelines will be reviewed annually and adjustments will be made as necessary.

Scope and Sequence of Instruction
All teachers will follow the curriculum framework prescribed by the Texas Education Agency which is broken down into the Texas Essential Knowledge and Skills (TEKS). Core subject teachers will follow the district scope and sequence which is aligned to the TEKS Resource System curriculum or specialized curriculum designated by the district. You may access the BISD Instructional Plan for additional information.

Lesson Plans
All BISD teachers are required to prepare weekly lesson plans to assist with planning and instruction. The purpose of the lesson plan is to provide a document outlining daily objectives and activities for instruction. Lesson plans will include the following:

- Learning Objective/Student Outcome based on the TEKS
- Instructional Framework (Teacher-led Actions - I do)
- Student Activity/Experience/Practice (Student Actions-We do)
- Assessment (Student Actions - You do)
- Differentiation (Intervention and Enrichment)

Teachers will submit lesson plans to their campus principal or designee at a time to be determined by the principal.

Roles of Assessment in Curriculum and Instruction

Purpose of Assessments

Effective and efficient use of student assessment data is needed to ensure complete alignment of curriculum standards and student mastery. These data drive instruction and continuously improve the academic performance of all students.

The assessed curriculum should:

- Measure student progress
- Provide reflection for teachers on the effectiveness of their instruction
- Guide teachers' instruction at appropriate levels of depth and complexity
- Pre-assess students' learning levels for diagnostic purposes
- Empower students to identify their academic needs and improve their academic performance
- Guide district and campus improvement of curriculum alignment and programmatic decisions
- Communicate progress to parents to support learning at home

Characteristics of a Comprehensive Student Assessment System

The assessed curriculum should include on-going classroom level assessment of student learning using a variety of formats and tools. Students need adequate practice and knowledge in the testing format for required state assessments. The district utilizes an information management system to provide timely, efficient, and effective feedback for students, teachers, and administrators.

Characteristics should also include a program evaluation component that guides curriculum redesign, instructional planning, and programmatic decisions based on student achievement within each program area. The detailed rubric of these characteristics is referenced in the appendix.

District Policies

EK (Legal)

> A district may adopt and administer criterion-referenced or norm-referenced assessment instruments, or both, at any grade level.

EKB (Legal)

> Every student receiving instruction in the essential knowledge and skills shall take the appropriate criterion-referenced assessments as required by Education Code Chapter 39, Subchapter B. *Education Code 39.023(a)(c)(f); TAC 1*

Roles & Responsibilities of all Stakeholders

Board of Trustees

The Board of Trustees shall establish policies that support student assessment practices to guide instruction and measure student achievement. To support these policies, the board will adopt a budget that supports the development, deployment, implementation, analysis, reporting, and professional development needed to assess effective student performance.

Superintendent

The Superintendent is responsible for the implementation of assessment policies adopted by the Board. Additionally, the Superintendent is responsible for the development of guidelines for teachers to follow in determining grades for students. These guidelines will ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned.

Assistant Superintendent

The Assistant Superintendent shall be responsible for overseeing and supporting the Curriculum and Instruction Department, Special Programs, and Special Education Department. To support these departments, the Assistant Superintendent will provide direction and support to campus administration to ensure that campus practices are in alignment with district expectations.

Curriculum & Instruction Staff Responsibilities

District curriculum and instruction staff facilitates and participates in district and statewide testing and adheres to all regulations. District staff shall be responsible for working with grade levels and content areas to review and interpret assessment data in order to evaluate programs, instructional strategies, and professional development to provide quality feedback to administrators, teachers, students, and parents. Assessment data shall guide district and campus improvement of curriculum alignment and programmatic decisions. The curriculum department meets with individual campuses, grade levels, and content areas on a regular basis to review assessment data. These data are used to adjust curriculum, interventions, and instructional strategies.

Principal Responsibilities

Principals shall be responsible for the implementation of assessment policies adopted by the Board at the campus level. Campus administrators shall ensure that district and local assessments follow all district guidelines and procedures. Administrative staff are responsible for the analysis and reporting of assessment data in order to maximize student learning and student progress. Principals shall meet periodically with both district-level staff and campus-level staff to discuss the analysis of the assessments data and needs for professional development and support.

Teacher Responsibilities

The classroom teacher will assess student learning through a variety of formats and tools including formative and summative assessments. Pre-assessing students' learning levels for diagnostic purposes will assist in grouping students at their achievement levels. The teacher will use these data to measure student progress. The use of assessment data shall drive instructional decisions in order to meet the needs of all students to the appropriate levels of depth and complexity. The teacher will utilize the data to reflect upon the effectiveness of instructional practices and curriculum in the classroom. The teacher shall inform the local assessment results to parents and students.

Student Responsibilities

Students will be an active partner in the learning process and tracking their achievement and academic progress. The student, with the help of the teacher, will identify their academic needs and improve their academic performance. Students shall adhere to all district and state assessment policies and procedures.

Parent Responsibilities

Parents are valued partners in the learning process for their child(ren). Parents can support and track their child's progress throughout the school year. The individuals involved in the analysis of data will include district-level staff, campus administrators, and teachers.

District Grading Guidelines

PK-1st Grade

Students in grades Pre-K through 1st grade will be assessed using a standards based grading system. Teachers will utilize checklists, daily work, assessments, and performance assessment to accurately assess students' progress towards mastery of the standards. Teachers will use the following grading criteria for the report card:

Pre-Kindergarten

Students' progress with the pre-kindergarten guidelines will be communicated as:

Introduced
Mastered

Grades Kindergarten-1st

Students' progress will be determined by the following standards:

Met Standard (MS)
Approaches Standard (AS)
Limited Progress (LP)
Not Assessed (NA)

2nd - 12th Gradebook Guidelines

- Teachers are encouraged to provide enough grades to allow multiple opportunities to demonstrate mastery of the TEKS.
- Accurate and up to date gradebooks will be kept by each teacher 2-12 with a sufficient number of grades for each student.
- Assignments will be put into the gradebook within 24 hours of being assigned.
- Grades shall be entered into Skyward within one calendar week of assignment due date.
    - Daily Grades: Daily class work, worksheets, quizzes, group work, spelling/vocabulary tests, homework grades, and labs.
    - Assessment/Project Grades: tests, unit assessments, performance assessments, semester exams, writing products, projects, labs.
- An assignment or assessment for a grade must be taken prior to 3 days before the closing of a grading period.
- A minimum of 4 grades should be entered in the gradebook by the progress report period.
- Teachers may drop the lowest grade, as long as they still meet the minimum of 8 daily grades and 2 assessment/project grades.
- An assignment shall be entered only once into the gradebook.
- Teachers may not enter any grade for the NWEA MAP Assessment into the gradebook. This assessment is a universal screener used to track student growth.
- Each team is required to administer a Unit Assessment at the conclusion of each unit or a natural break in the unit (about every 3-4 weeks). STAAR/EOC-tested subject assessments are to be entered into DMAC. Unit Assessments should reflect the balance of the STAAR/EOC Blueprint to the best of the writer's ability. Data from Unit Assessments will drive instruction.

- District Checkpoints and Mock Assessments are developed by Instructional Coaches/Coordinators. These assessments are administered during a window of time established by the district. Both provide a more summative view of what students have mastered up to the date of the test. Students in special programs may only have STAAR allowable accommodations. They are also used to guide teachers on what skills students will need more work on in the next grading period.
- For Grades 3rd - 5th: Fall District Checkpoints/Interim Assessments and Spring Mock STAAR Assessment may not be entered into the gradebook as a grade. These assessments are to be used to gather data for instructional purposes.
- For Grades 6th - 12th: Fall District Checkpoints/Interim Assessments/Mock STAAR assessments may be entered into the gradebook as a grade, using the following requirements:
    - Each assessment will be graded on a sliding scale according to current cut scores per the content area.
    - The assessment will count as only one test grade and may not be double-weighted.
    - Corrections are permitted and will be applied to the original sliding scale score.
    - This grade will not substantially impact the student's six-week average.

2nd - 5th Grade Grade

The electronic gradebook for grades 2 - 5 will have two categories for grades: Daily Grades and Assessment/Project Grades. Grades will consist of the following for the core content areas (math/reading/science/social studies):

Grades 2-5	Daily Grades	Assessment/Project Grades
Gradebook Weight	All grades are weighted the same	
Number of Grades	Minimum of 10 grades per 6 week grading period	

6th - 8th Grade

The electronic gradebook for grades 6 - 8 will have two categories for grades: Daily Grades and Assessment/Project Grades. Grades will consist of the following for all courses:

Grades 6-8	Daily Grades	Assessment/Project Grades
Gradebook Weight	60%	40%
Number of Grades	Minimum of 8 per 6 week grading period	Minimum 2 per 6 week grading period

9th - 12th Grade

The electronic gradebook for grades 9-12 will have two categories for grades: Daily Grades and Assessment/Project Grades. Grades will consist of the following for all courses:

Grades 9-12	Daily Grades	Assessment/Project Grades
Gradebook Weight	60%	40%
Number of Grades	Minimum of 8 per 6 week grading period	Minimum 2 per 6 week grading period

Semester Exams

Semester exams will make up 20% of a student's semester average. Corrections, re-tests, and re-dos do not apply to semester exams.

Homework

The purpose of homework is to practice and reinforce skills *previously taught and practiced in the classroom*. Homework should have a distinct instructional purpose. Homework should never be assigned as punishment. Directions for parents should be simple and easy to understand. Guidelines for homework are as follows:

- Grade PK - 1: For PK-K, review letters and sounds nightly. For K-1, leveled readers will be sent home weekly. Please read with your child as well as practice sight words nightly.
- Grades 2 - 5: Homework will consist of practice problems and study materials and will not count as a grade. However, students may bring home incomplete assignments from class to be finished or corrected. These assignments will be graded.
- Grades 6 - 12th: If a student has homework, it is to complete a class assignment or prepare for a test. Occasionally time outside of class may be required for special assignments or projects. Advanced classes may require more homework assignments.
- Grades 9 - 12: If a student has homework, it is to complete a class assignment or prepare for a test. Occasionally time outside of class may be required for special assignments or projects. Honors and AP classes may require more homework assignments.

Make-Up Work/Missing Assignments

Any student missing classroom instruction will be given the number of days missed to make up work.

Make-Up Work Guidelines

- Make-up work is available to all students. Students shall receive credit for satisfactory makeup work after an absence but may receive a zero for any work not made up within the allotted time.
- Exceptions may be made by campus administration in extenuating circumstances.
- The number of classes allowed for makeup work to be completed for full credit will be equal to the number of times a class was missed.
- A student should not, on the day of returning to school, be required to take a quiz or a test that was announced or covers content taught during his/her absence.

- Zeros will be used to hold the places of missing assignments, however students will be given full credit upon completion.

Zero Policy

Excessive zeros will result in parent contact. If a student accumulates 3 zeros in a class within one six-week grading period, the student may receive an office referral for refusal to complete assignments and assigned discipline in accordance with the Student Code of Conduct for refusal to comply. At the end of each marking period a zero may stand if all BISD guidelines have been followed.

Late Work Policy

Points may be deducted for late class work. Zeros will be used as placeholders if assignment has not been completed at time grades are posted. Guidelines for late work are as follows:

Grades 2 - 5:

Ten points may be deducted for late class work. Class work will be considered late after 1 week from the due date. If work is not turned in after one week, another 10 points (20 points total) will be deducted and the teacher will allow the student one more week to complete and turn in the assignment. If work is not turned in after the two late weeks provided, a zero will be given unless there are extenuating circumstances. For projects, 10 points will be deducted the day after the project is due.

Grades 6 - 8:

After 3 days late, a student may earn up to a 70 for a late assignment. All work is due within the grading period.

Grades 9 - 12:

AP Courses Late Work Policy

1 day late: grade deduction of 30 points.
If more than one day late, the student will receive a zero.

Honors and On-Level Courses Late Work Policy

Students have 5 school days from the original due date to complete any assignment; however a grade deduction of 30 points will be applied.

Corrections / Retest / Re-Do

Grades 2 - 5:

Students have the opportunity to correct, retest, or re-do an assignment for a grade up to a 70.

Grades 6 - 8:

Students have the opportunity to correct, retest, or re-do any assignment or assessment within the current grading period to improve their grade to at least a 70. Students may be required to attend tutorials to make these corrections.

Grades 9 - 12:
Through tutorial sessions, students have the opportunity to correct, retest, or re-do any assignment or assessment within the current grading period to improve their grade up to a 70. Students will receive only one attempt per assignment/assessment and corrections must be completed no later than five school days after the grade has been posted in the gradebook. *AP course assignments and assessments are not eligible for correction, retest, or re-do.*

Academic Dishonesty
A student found to have engaged in academic dishonesty will 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, copying the work of another student, plagiarism, unauthorized communication between students during an examination and the unauthorized use of artificial intelligence (AI) tools to complete, generate, or substantially assist with assignments, assessments, or other academic work when such use has not been expressly permitted by the teacher. The determination that a student has engaged in academic dishonesty will be based on the judgement of the classroom teacher and campus administrator, taking into consideration written materials, observation, digital evidence, AI-detection indicators, or information provided by students or staff.

BISD acknowledges the ever-changing landscape of AI, as well as the potential for productive use of AI in the educational setting. Students found to have engaged in the unauthorized use of AI will be given an alternate assignment for 50% in a more restrictive, possibly non-electronic, environment. The grade earned from the more restrictive environment will stand in the gradebook.

Assessment Overview

Bullard ISD currently uses data from norm-referenced tests, statewide criterion-referenced tests, and commercially and locally designed curriculum based assessments in order to measure student learning. Formative and summative assessments are used to evaluate student progress toward mastery of the written curriculum and state assessment goals. Student assessments must provide for the acquisition, analysis, and communication of student achievement data to:

- Guide teachers' instruction at appropriate levels of depth and challenge
- Guide students' learning
- Guide district/campus improvement of curriculum alignment and programmatic decisions
- Communicate progress to parents to support learning at home

The district data from formative and summative assessments will be monitored in order to evaluate overall effectiveness and student achievement results. This will be achieved through the development and use of assessment items that are aligned to the district curriculum.

The table below is an overview of the District Assessment Program.

Bullard ISD Assessment Program Overview			
Nationally-Normed Testing	**State Testing**	**Program Testing**	**District Testing**
PSAT	STAAR/EOC	ESL	Unit Assessments
SAT/ACT	STAAR/EOC Alt 2	Special Education	Fall Checkpoint
AP	TELPAS	Dyslexia	Semester Exams
		Gifted/Talented	Spring Mock Test
			Lesson Assessments
			Credit by Exam
			NWEA MAP Universal Screener

Appendix A: BISD Elementary Assessment Matrix

The following matrix displays the current assessment tools used in the district at the elementary level.

Elementary Assessment Matrix						
Assessment Tool	**P**	**K**	**1**	**2**	**3**	**4**
TPRI			X	X		
CLI Engage	X					
TX-KEA		X				
Math Checkpoints				X	X	X
Math Mock Test					X	X
Reading Checkpoints				X	X	X
Reading Mock Test					X	X
Rigby Fluency				X	X	X
NWEA MAP Math		X	X	X	X	X
NWEA MAP Reading		X	X	X	X	X
Credit by Examination*		X	X	X	X	X
TELPAS (Online – Reading, Listening, Speaking)				X	X	X
TELPAS (Holistic – Reading, Listening & Speaking)		X	X			
TELPAS (Holistic – Writing)		X	X	X	X	X
STAAR/STAAR Alternate 2 Reading					X	X
STAAR/STAAR Alternate 2 Mathematics					X	X

Appendix B: BISD Secondary Assessment Matrix

The following matrix displays the current assessment tools used in the district at the secondary level.

Secondary Assessment Matrix								
Assessment Tool	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Reading/Language Arts Mock Test	X	X	X	X	X	X		
Reading/Language Arts Checkpoints	X	X	X	X	X	X		
Math Mock Test	X	X	X	X	X			
Math Checkpoints	X	X	X	X	X			
Social Studies Pre-Assessment		X	X	X		X		
Social Studies Mock Test				X			X	
Social Studies Checkpoints	X	X	X	X	X	X	X	
Science Mock Test	X			X	X			
Science Checkpoints	X	X	X	X	X	X	X	X
Semester Exams (All subject areas)			X	X	X	X	X	X
NWEA MAP Reading	X	X	X	X	X	X	X	X
NWEA MAP Math	X	X	X	X	X	X	X	X
NWEA MAP Science	X	X	X	X				
Credit by Examination**	X	X	X	X	X	X	X	X
TELPAS (Reading, Listening, Speaking – Online)	X	X	X	X	X	X	X	X
TELPAS (Holistic – Writing)	X	X	X	X	X	X	X	X
STAAR/STAAR Alternate 2 RLA/English I/English II	X	X	X	X	X	X		
STAAR/STAAR Alternate 2 Math/Algebra I	X	X	X	X	X			
STAAR/STAAR Alternate 2 Science/Biology	X			X	X			
STAAR/STAAR Alternate 2 Social Studies/US History				X			X	
PSAT				X	X	X	X	
SAT						X	X	X
ACT						X	X	X
Advanced Placement Exams					X	X	X	X
ASVAB						X	X	X
TSIA					X	X	X	X