

Standard Operating Procedures

Grading and Reporting Handbook

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Grading and Reporting Handbook
Policy Cross Reference Sheet

This handbook is an administrative procedure of the District and subject to policies adopted by the Board of Trustees. In case of conflict between administrative procedures and Board policy, policy shall prevail.

Superintendent Signature: _____

Date of Superintendent Approval: 08.11.2026

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The contents of this handbook relate to the following Board policies:

Policy	Title	Page(s)
EIA (LOCAL)	Academic Achievement – Grading/Progress Reports to Parents	*
EIE (LOCAL)	Retention & Promotion	*
EIC (LOCAL)	Class Rank	*
EF (LEGAL)	Instructional Resources	*
EI (LEGAL)	Academic Achievement	*
FEC (LEGAL)	Attendance for Credit	*

* The above-listed policies relate to areas in which grading and reporting is necessary. This handbook speaks directly to same.

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INTRODUCTION

Philosophy
The Board believes in developing students as owners of their learning through continuous feedback to students. Grades are a tool used to provide feedback and communicate to students and parents, progress towards demonstrating mastery of grade level standards

In accordance with Policy EIE (LOCAL) and to ensure transparency and collaboration, the District will maintain regular communication with families through updates, conferences, and guidance on how to support student learning. Ongoing parent communication will include:

- Progress reports
- Access to staff for consultation
- Guidance for monitoring and supporting their child's learning
- Direct communication to parents when students are at-risk of failing

Grading Guidelines – All Grade Levels

Standards for Mastery
Retention and Promotion standards are defined in policy. [EIE LOCAL]

General Grading Guidelines
Classroom teachers shall collaborate in professional learning teams (PLTs) to identify which Priority/Essential Standards will be graded in each unit. In the unit design process, teachers should refer to the Scope and Sequence and grade level standards in the FBISD curriculum to identify both the content and timeline for grades.

To assess a student's progress towards mastery there should be a balance between assignments called products, performances, and processes. Each product, performance, or process should align with the depth of knowledge (DOK) of the standards and to the learning progressions within the written curriculum to measure student knowledge and skills using various modalities.

The chart below provides definitions and examples of products, performances, and processes:

PRODUCT ***Evidence of current understanding***	**PERFORMANCE** ***Demonstrate learning in real time***	**PROCESS** ***Thinking used during learning***
Student Creates	**Student Demonstrates**	**Student Thinks & Learns**
Research paper	Debate	Think-aloud
Artwork	Oral responses	Research process
Written response to reading	Performances	Primary or secondary source analysis
Project/Video	Skits	Scientific investigation
Written summary or explanation of a solution or strategy	Presenting findings from an investigation	Peer teaching
Graph, chart or data display	Verbal explanation of their reasoning and thinking	Performing arts practice strategies

Assignments shall be given to determine student proficiency, yet not all assignments will be part of the student's grade. Teachers shall give students multiple opportunities to engage in learning experiences and participate in the feedback process before being graded. The assignments that are a part of the student's grade should be determined as part of the PLT planning process to allow students time for participation in the formative process.

Each assignment shall represent student learning on identified learning standards and may not be counted in the gradebook more than one time. However, different standards can be assessed using the same assignment. For example, a student could receive multiple grades throughout the writing process, likely resulting in different scores, but the teacher may not count the final version of a writing sample twice. In situations where the same assignment is used for two grades, the gradebook shall designate the different standards that were assessed.

Attendance Requirements for Credit
To receive credit or a final grade for a class, a student is required to attend class 90 percent of the days class is offered regardless of whether the student's absences are excused or unexcused.

Time for Grade Reporting
Teachers will record grades using the Skyward electronic gradebook. Grading period timelines and reporting timeframes are standard across the district. The grading period and reporting timelines can be found in **Exhibit H.**

Teachers will post assignment grades within five (5) school days of the assignment due date. The campus principal or designee may grant extensions for posting timelines on special project(s) or research paper(s).

Conduct Grades
The areas of attitude, behavior, and tardiness shall not influence the academic grade. Reporting metrics at Elementary and Secondary are shown below.

- **Elementary:** For all our students, we believe in a growth mindset to continuously improve in the areas defined by our Profile of a Graduate Attributes. The Profile of a Graduate Attributes are essential to our students' achieving futures beyond what they can imagine. Therefore, we want to provide feedback to our students related to their continuous growth towards exhibiting the grade level appropriate Profile of a Graduate Attributes. The Profile of a Graduate Attributes are aligned to the dispositions of learning and behavior that we want to grow within our students. The dispositions are aligned to the Learning Characteristics listed on student conduct reports as defined in **[Exhibit A]**.

  Students will collaborate with the classroom teacher to determine conduct marks for the Learning Characteristics including attributes of Communication, Collaboration, and Skills for Life.

  The areas of attitude, behavior, and tardiness will not influence a student's academic grade. Elementary Conduct will be reported based on the Learner Characteristics defined in **[Exhibit A]**.

Attribute	Always (A)	Most of the Time (MT)	Some of the Time (ST)	Occasionally (OC)
Communication				
Collaboration				
Skills for Life				

  Teachers shall make parent contact prior to reporting 'OC' on the progress report or report card.

  Students receiving 'A' consistently exhibit the success criteria for the identified Learner Characteristic.
  Students receiving 'MT' usually exhibit the success criteria for the identified Learner Characteristic.
  Students receiving 'ST' intermittently exhibit the success criteria for the identified Learner

Characteristic.
Students receiving 'OC' infrequently exhibit the success criteria for the identified Learner Characteristic.

- **Secondary:** The areas of attitude, behavior, and tardiness will not influence a student's academic grade. They will influence a student's conduct grades and be reported as E, S, N, or U.

  E – Excellent, **S** – Satisfactory, **N** – Needs Improvement, **U** – Unsatisfactory

  Teachers shall make parent contact prior to reporting a conduct grade of **N** or **U** on the report card to influence a change in behavior.

Multi-Tiered Systems of Support

The District is committed to supporting all students in meeting local promotion standards by providing timely academic and behavior interventions to those identified as at risk. To facilitate this support, campuses will conduct Multi-Tiered Systems of Support (MTSS) meetings and will maintain a comprehensive description of academic and behavior interventions and student support services available identified students. These descriptions will outline the types of services offered, eligibility criteria, and processes for accessing support.

Once a student is identified for intervention services, the campus principal *must* notify parents before services begin.

Grading Special Populations

- **Special Education**
  The classroom teacher shall accommodate and/or modify assignments according to the student's Individualized Education Plan (IEP). A student who accesses curriculum through modifications and/or prerequisite skills will complete a grade level assignment which has been modified based on needs outlined within his/her IEP. Grading of the assignments will be based on the grade-level rubric (or progressions) which has been modified by the teacher to accurately reflect the student's understanding of the skill with necessary adaptations to the assignment. Teachers may access guidance and sample lessons for students that receive special education services within the curriculum.

  A student's official report card and transcript do not indicate if the student receives special education services. State assessment decisions for students receiving Special Education services require ARD committee determination.

- **ESL/ Bilingual**
  Emergent Bilingual (EB) students participating in the ESL and Bilingual program must be provided linguistically accommodated instruction and assessment in the knowledge and skills of the foundation and enrichment curriculum. Bilingual and ESL program instruction must be commensurate with the student's levels of English language proficiency. In accordance with TEC Chapter 74.4, the classroom teacher shall provide linguistic accommodations on each assignment and assessment to ensure accurate measure of the student's proficiency. If a teacher has an identified EB student that fails his/her course, that teacher must have evidence that linguistic accommodations were provided to the student commensurate to the EB students' language proficiency level. In the Bilingual program, assignments and assessments must align with the district's Language Allocation Framework.

Appropriate accommodations may include opportunities for students to demonstrate proficiency in various modes, including verbal response, graphic representations, and/or native language response.

Elementary Grading & Reporting

Official Grade Reports

Students and parents can access official grade reports via Skyward-Family Access, the online gradebook. These reports communicate students' progress towards proficiency in each grade level. Parents may set up and enter Skyward-Family Access using guides provided on the Skyward Access website. When calculating student grades, the Skyward gradebook is configured to round at each Term, Semester, and for the Final Grade.

Report Cards

(1) Reporting Periods

Four grade-reporting periods will be defined by the instructional calendar.

(2) Grade Reporting

Grades in all subjects or courses shall be reported to students and parents at the end of each grade reporting period. The report shall include the number of times the student has been absent. For students in special programs, a written report to parents must clearly specify the instructional level at which the student is functioning. Specific details related to each grade level/course are shown below:

- **In Grades Pre-K, Kindergarten, and 1st**, student proficiency in each competency will be determined using a published progression, available on the Fort Bend ISD website.
- **In Kindergarten for the One-Way Dual Language (OWDL) Spanish-English program, Two-Way Dual Language (TWDL) Spanish-English program and Mandarin Immersion Program,** student language proficiency in Spanish and Mandarin (respectively) will be reported using five marks (PRE, BEG, INT, HIN or ADV) in the domains of Listening and Speaking.

Mark	Explanation
PRE	Pre-Production
BEG	Beginner
INT	Intermediate
HIN	High Intermediate
ADV	Advanced

- **In Grades 2nd – 5th**, student proficiency will be determined using a traditional grading scale. Student proficiency shall be reported using a 100-point system as outlined below:

Letter Grade	Range
A	90 – 100
B	80 – 89
C	70 – 79
F	Below 70

- **In Elementary Enrichment Courses** (Art, PE, Health, Music, STEM outclass) student proficiency will

be reported using two marks, S or N.

Mark	Explanation
S	Consistently Meets Standards/ Expectations
N	Not Progressing towards Standards/Expectations

(3) Type and Weight of Grades

In Grades Pre-K, Kindergarten, and 1st, student progress will be assigned using three levels, Developing (DV), Progressing (PG), or Proficient (PF). Students will receive a mark for each competency. A mark of "Proficient (PF) represents demonstration of mastery at grade level standards. **[EXHIBIT C]**

- **In Grades 2–5,** each grading period grade shall reflect a student's progress toward proficiency on the identified Priority/Essential Standards, aligned to the Texas Essential Knowledge and Skills (TEKS). All grades will be weighted as follows:

    1. **Major Grades** will count as 50 percent of a student's grading period average. In accordance with policy EFA (LEGAL), parents are entitled to review each test administered to their child after it is administered. A teacher may specify reasonable hours for such a review.
    2. **Daily Grades** will count as 50 percent of a student's grading period average.

(4) Required Number of Grades

The required number of grades per reporting period is shown below for each grade level:

- **In Grades Pre-K, Kindergarten, and 1st**, grades will be reported using one mark per competency. Students must have multiple pieces of evidence (opportunities to demonstrate proficiency) for each mark entered. **[EXHIBIT C]**
- **In Grades 2nd – 5th**, grades will be reported using a numerical average based on a minimum number of grades as shown in the chart below:

	Min. Major Grades	Min. Daily Grades
Reading & Language Arts	4 (2 reading; 2 language arts)	8 (4 reading; 4 language arts)
Social Studies	2	4
Math	3	6
Science	2	4

- District Formative Assessments may be used as a daily grade. NWEA MAP should NOT be used as a grade
- For Bilingual program students, assignments will be in Spanish and/or English in alignment with the district Language Allocation Framework. Grades should reflect student proficiency with the content standard.
- In Reading and Language Arts, teachers shall indicate in the online gradebook whether the daily or major grade assessed reading or writing/language arts TEKS by including an R or W at the start of the assignment name.
- In Reading and Language Arts in the One-Way Dual Language (OWDL) Spanish-English program, teachers shall indicate in the online gradebook whether the daily or major grade was assessed in Spanish or English by including the word Spanish or English at the end of the assignment name. In addition, teachers shall follow the chart below:

Min. Major Grades	Min. Daily Grades
4 (1 reading Spanish; 1 reading English; 1 language arts Spanish; 1 language arts English)	8 (2 reading Spanish; 2 reading English; 2 language arts Spanish; 2 language arts English)

- Example: R [assignment name] Spanish

- **In Elementary Enrichment Courses** (Art, PE, Health, Music, STEM Outclass) grades will be reported using an S or N. Students should have at least three daily grades, aligned to the TEKS, per grading period in each course.

The required number of grades indicated in procedures shall be used throughout the entirety of the school year. If the district experiences significant loss of instructional days due to learning model transition delays or disaster related closures, the district will revisit the required number of grades at that time.

(5) Report Card Comments

At the end of each grading period, teachers shall enter narrative report card comments for each student. The narrative should be student specific, stated in a positive manner, and include:

- The student's academic and/or behavioral strengths as evidenced during the grading period
- A brief summary of the difference, if applicable, in the student's progress in reading versus language arts
- If applicable, an indication of any areas for significant improvement needed to be on track for promotion. Parent contact prior to the report card must also be documented.
- See **[EXHIBIT G]** for sample report card comments.

(6) Transfer Grades

To assign grades to a transfer student, the records from the previous school(s) should be included in calculations for the current grading period. In cases where the grade format does not align to FBISD grading scales, the Elementary School Registrar will need to seek guidance from their Campus Administrator. If further assistance is still needed, the campus can reach out to the PEIMS Campus Data Coordinator.

If the records are unavailable and the child has been in attendance for less than (15) days, no grades will be reported on the report card. In the comments section, the number of days in attendance will be recorded on the report card and the teacher will include in the comments section of the report card "insufficient days enrolled to assign grades." If the transfer affects a grading period final grade, a grade change form shall be submitted once the transfer grades are received.

If the records are unavailable and the student has been in attendance for (15) days or more, the following should be used to determine the report card grade:

- Assign grade level written or oral work that can be assessed for grade reporting, and
- Place a grade on the report card and the number of days enrolled. Teachers will report in the comments, the portion of work on which the student is being graded and indicate in the comments, "this does not represent assignments from the entire grading period."

(7) Calculating Final Grades (Yearly Average) in 2nd – 5th

The yearly average shall be determined by averaging the report card grade for each grading period. Students must meet the 90% attendance rule per TEC 25.092 to promote regardless of final grade.

Progress Reports

During the fourth week of each grading period, teachers shall provide parental notice through a deficiency report when a student has an average of below 75 for Grades 2-5 or has "Developing" in most competencies for grades Prekindergarten – 1st grade.

Conferences

The District shall identify, as part of the District calendar, two opportunities for elementary parent conferences during the year. Teachers shall provide parents with a set conference time where parents can request a conference related to student progress towards proficiency.

Makeup Work

The teacher is responsible for providing makeup work to a student with an absence. Teachers should allow the student, as a minimum, to take the same number of days as he/she was absent, to complete the work. In extenuating circumstances, teachers may provide extended time for completion of makeup work.

Reengagement

Reengagement is a necessary part of teaching to ensure that all students have the opportunity to attain proficiency. Time for reengagement is allocated in the Scope and Sequence for each unit of instruction. Reengagement is comprised of both reteaching and reassessment.

- **Reteaching**

Reteaching is a necessary component for mastery of essential knowledge or skills. Reteaching must occur whenever a student has not mastered the objectives at the independent practice or assessment level. In all models, reteaching shall include feedback to students on where they are and where they need to go to attain proficiency.

  - Documenting Reteaching
    Teachers shall document reteaching when it is determined that a student did not master objectives. Documentation of reteaching may occur in the online gradebook and within teacher lesson plans.
  - Timeframe
    Teachers shall establish a reasonable timeline for reteaching content. Reteaching must occur prior to reassessment. To ensure that all students have access to reteaching, it must be provided during the school day.
  - Models for Reteaching
    Teachers may utilize whole group instruction for reteaching when more than 60% of the class does not master an objective. When fewer than 60% of the class does not master an objective, reteaching should occur in context of small group instruction.

  - Correcting an assignment or test does not constitute as reteaching.

- **Reassessment**
  The decision on how to reassess retaught objectives is the classroom teacher's option. However, there must be evidence that reassessment has occurred. Reassessment procedures should be consistent across grade levels or the campus, as determined at each campus. ***Reassessment is***

required for major grade assignments in which a student makes below a 75. *Student accommodations/modifications shall be provided during reassessment in alignment with LPAC and ARD decisions.*

- Documenting Reassessment
  Reassessment must be documented in the online grade book.
- Timeframe
  Reassessment must follow reteaching according to an appropriate timeline to allow student acquisition of content. Reassessment must occur prior to the end of the grade reporting period.
- Models for Reassessment
  Reassessment methods include, but are not limited to:
  - Additional assignments,
  - Demonstration/performance,
  - Discussion/review,
  - Observation,
  - Oral questioning with documented responses, or
  - Retesting.

  Reassessments cannot include assignment or test corrections or retaking the same version/copy of an assignment/assessment.

- **Reassessment for Daily Grades**
  Teachers may elect to provide students the opportunity to reassess concepts for daily grades as determined by student need to ensure that the grade represents the level of student understanding of concepts.
- **Reassessment for Major Grades**
  Retesting guidelines apply to major grade assignments for each grading period. Students who receive a grade below 75, must be provided with an opportunity, through retesting, to demonstrate proficiency. The process for retesting shall be consistent across grade level teams according to the campus guidelines.
  - Timeline

  An appropriate timeline for retesting must be determined and communicated to students. To allow for acquisition of content, retesting must be scheduled for a minimum of two school days beyond the initial feedback. Additionally, major grades should be scheduled in the instructional calendar to allow time for retesting within the same grade reporting period.

  - Retesting

  The model of retesting in which teachers create an alternate assessment. The alternate assessment may include all objectives on the initial assessment or only those that were not previously mastered by the student. The format of the retest is the discretion of the teacher. Retesting cannot include test corrections or retaking the same version/copy of the initial assessment.

  When determining the grade from **retesting**, the following criteria must be followed:
  - Retesting may not reduce the initial grade,
  - Grade replacement shall include assigning students the grade earned, up to a 75, as shown in the chart below.

Retest Grade	Assigned Grade Change (retest)

Below initial grade	No grade change – initial score remains
Above initial grade and below 75	Replace initial score with score earned on retest
Above 75	Replace initial score with 75

Campus administrators shall review reassessment and retesting procedures for each team to ensure consistency.

Retention

According to Policy EIE (LOCAL), Kindergarten through 5th grade students that do not meet all promotion requirements may be retained in the current grade level if performance data indicates that the student would not be academically successful at the next grade level, even with continued intervention, instructional accommodations, and/or support services. Campus-based student support team meetings are conducted to discuss student performance data and develop intervention plans for students. These committees can serve as a Grade Placement Committee (GPC) in the event that retention in the current grade level or placement in the next grade level is determined.

Suspension

The District will not impose a grade penalty for makeup work after an absence due to suspension. Teachers should follow the same process provided in this handbook under Makeup Work.

Middle School Grading & Reporting

Official Grade Reports
Official grade reports shall be provided to students and parents to communicate students' progress towards proficiency in each grade level. When calculating student grades, the Skyward gradebook is configured to round at each Term, Semester, and for the Final Grade.

Report Cards

(1) Reporting Periods

Four grade-reporting periods will be defined by the instructional calendar (UIL Eligibility Calendar and UIL Exempt Course List) each year. **[EXHIBIT B]**

(2) Grade Reporting

Grades in all subjects or courses shall be reported to students and parents at the end of each grade reporting period. The report shall include the number of times the student has been absent. For students in special programs, a written report to parents must clearly specify the instructional level at which the student is functioning.

a. **In Grades 6th – 8th**, student proficiency will be determined using a traditional grading scale. Student proficiency will be reported using a 100-point system as outlined below:

Letter Grade	Range
A	90 – 100
B	80 – 89
C	70 – 79
F	Below 70

(3) Type and Weight of Grades

a. **In Grades 6th – 8th**, each grading period grade shall reflect a student's progress toward proficiency on the identified Priority/Essential Standards, aligned to the Texas Essential Knowledge and Skills (TEKS). All grades will be weighted as follows:

1. **Major Grades** will count as 50 percent of the student's grading period average. In accordance with policy EFA (LEGAL), parents are entitled to review each test administered to their child after it is administered. A teacher may specify reasonable hours for such a review.
   Note: Projects that are assigned as major grades shall include a timeline with checkpoints to support student success

2. **Daily Grades** will count as 50 percent of the student's grading period average.

(4) Required Number of Grades

a. **In Grades 6th – 8th**, grades will be reported using a numerical average based on a minimum of (9) grades per course per grading period. In each course, students should receive (3) major and (6) daily grades.

- District Formative Assessments may be used as a daily grade. NWEA MAP should NOT be used as a grade.
- The required number of grades indicated in procedures shall be used throughout the entirety of the school year. If the district experiences significant loss of instructional days due to learning model transition delays or disaster related closures, the district will revisit the required number of grades at that time.

Transfer Grades

To assign grades to a transfer student, the records from the previous school (either out of country or out of state) should be included in calculations for the current grading period. Transfer grades may be averaged for students to receive a final grade if the attendance rule is met.

A. To assign grades to a student who is in need of an adjustment from their Advanced Academic Course (AAC) to an On Level Course, the unweighted average from the previous course (AAC) will transfer with the student to the new course and will be averaged with the grades earned in the new course.

If the records are unavailable and the student has been in attendance for less than (15) days, teachers will enter grades based on the guidelines below.

A. A student who is present for less than (15) days in Grading Period 1, Grading Period 2, or Grading Period 3, will receive NG, but will have the ability demonstrate mastery based on the grades from subsequent grading periods.
B. A student who is present for less than (15) days in Grading Period 4 will receive an NG for the year and will be required to earn credit for the semester using an alternative method such as, but not limited to, summer school.

If the records are unavailable and the student has been in attendance for (15) days or more, **teachers will enter grades based on the guidelines below.**

A. Teachers shall immediately begin collecting evidence of student learning through classroom assignments and assessments. Students shall not be required to complete assignments assigned prior to enrollment solely for the purpose of generating a Term grade. The number of grades collected should be proportional to the number of days the student has been enrolled at school and must have a minimum of 1 major grade and 2 daily grades.
B. Teachers must place a grade on the report card. Teachers will report in the comments, the portion of work on which the student is being graded and indicate in the comments, “this does not represent assignments from the entire grading period.”

Grade Reductions

Grade reductions may be assessed for late assignments or academic dishonesty.

Late Work: Late work will be accepted according to the campus guidelines to allow students to demonstrate proficiency. Late work guidelines shall be developed at the campus level, approved by the appropriate assistant superintendent, and followed by all teachers on that campus. Late work may result in a grade reduction. Campus late work guidelines shall be included in the course syllabus.

Academic Dishonesty: All secondary students shall sign a pledge of academic integrity at the beginning of each year. The pledge shall serve as each student’s commitment of integrity in academic work. **[Exhibit D]**

Academic Dishonesty includes, but is not limited to:

- Cheating or copying the work of another student
- Plagiarism, including use of artificial intelligence in preparing an assignment
- Unauthorized access to written or electronic information
- Utilizing artificial intelligence software to create and generate work that the student claims is their authentic work, and;
- Unauthorized collaboration with another person in preparing an assignment or examination.

If a teacher or supervising employee determines that a student has engaged in academic dishonesty, the student shall receive discipline and corresponding grade reduction as outlined in the Student Code of Conduct.

If a student has a grade reduction as a result of late work, missing assignments, or academic dishonesty, the teachers shall use direct communication strategies to inform parents. These direct communication strategies may include but are not limited to:

- Putting notes in the Skyward gradebook for the assignment – marked as late or missing.
- Sending an email directly to the parents of students with missing or late assignments.
- Calling parents when students are repeatedly turning in assignments late, have missing grades in the gradebook, or suspect the student has cheated on an assignment.

(5) Calculating Yearly Average & Semester Exams for High School Credit Courses

a. No Semester Exams for Middle School Courses

Semester Exams will not be given at the end of the semester in middle school courses. Instead, an additional major grade for a total of (4) major grades will be added in the last grading period of the course.

- ***In semester courses***, the second grading period will include the additional major grade.
- ***In full year courses,*** the fourth grading period will include the additional major grade.

The additional major grade shall align to TEKS and include a rubric or checklist where a project or performance assessment is selected.

Examples of types of assessment that may be used are:

- An individual's work in an authentic, project-based, collaborative learning experience,
- Performance based assessment, and/or
- Cumulative assessment of the semester content

b. Campus Administrators shall monitor the type of assignment and establish a timeline/ calendar across content areas to ensure students are not overloaded. Selection of assessment type must be consistent across grade level teams.

c. **To Calculate Yearly Average in Grades 6th – 8th, middle school courses** the yearly average shall be determined by averaging the first semester average (50%) and the second semester average (50%). Students must meet the 90% attendance rule per TEC 25.092 to promote to the next grade level regardless of yearly average.

d. **Semester Exams High School Credit Courses** (taken in Middle School)
All high school credit courses taken in middle school will assess students using a cumulative semester exam at the end of the first and second semester. Semester exams shall align to the curriculum and may include the use of multiple modalities to measure student proficiency. Semester exams shall be kept on file by the Department Head in each content area for a period of (1) year. Students taking a high school credit course in middle school will earn the GPA weight according to the level of the course taken. See EIC Local for impact to GPA.
   - Credit Recovery Courses: Students who participate in a credit recovery course will retain the original and new grade on their official transcript and both grades will be used to calculate a student's GPA.

e. **To Calculate Yearly Average in Grades 6th – 8th, high school credit courses** taken in middle school, the yearly average shall be determined using the same calculations as High School Courses. Students must meet the 90% attendance rule per TEC 25.092 to gain credit in the course regardless of yearly average.

Progress Reports
Progress reports shall be distributed equally throughout each grade reporting period in accordance with the instructional calendar (UIL Eligibility Calendar and UIL Exempt Course List). **[EXHIBIT B]** In addition, teachers have the responsibility to provide parental notice, through direct communication, when a student's average drops below 70 between progress reporting periods if the student was passing at the progress report.

Conferences
Teachers shall provide parents with a set conference time where parents can request a conference related to student progress towards proficiency. Students may also self-advocate and request a conference with a teacher to discuss their progress.

Makeup Work
Teachers must have a system in place to provide a student with the assignments that occurred during his/her absence or suspension. Students should be proactive in requesting makeup work from a teacher following an absence.

Teachers shall provide the student, as a minimum, the same number of days, as he/she was absent to complete the work. In extenuating circumstances, teachers may provide extended time for completion of makeup work.

Extra Credit
To receive extra credit, the work completed must be directly related to the curriculum, should be used for enrichment, and should not replace missing work. Extra credit should not be used to the extent that the grade does not accurately reflect the academic achievement of that student for the current grading period. Opportunities for extra credit shall be determined by the PLT team, consistent amongst the grade level/content area team, and offered to all students within the course.

Test Days
Teachers will work collaboratively in their academic teams to coordinate the scheduling of major tests and makeup test days. A campus may determine to establish a schedule for testing days across academic content areas to limit the number of tests a student will take on a given day.

Reengagement
Reengagement is a necessary part of teaching to ensure all students have the opportunity to attain

proficiency. Time for reengagement is allocated in the Scope and Sequence for each unit of instruction. Reengagement is comprised of both reteaching and reassessment.

- **Reteaching**

Reteaching is a necessary component for mastery of essential knowledge or skills. Reteaching must occur whenever a student has not mastered the objectives at the independent practice or assessment level. In all models, reteaching shall include feedback to students on where they are and where they need to go to attain proficiency.

  - **Documenting Reteaching**
    Teachers shall document reteaching when it is determined that a student did not master objectives. Documentation of reteaching may occur in the online grade book and within teacher lesson plans.
  - **Timeframe**
    Teachers shall establish a reasonable timeline for reteaching content. Reteaching must occur prior to reassessment. To ensure that all students have access to reteaching, it must be provided during the school day.
  - **Models for Reteaching**
    Teachers may utilize whole group instruction for reteaching when more than 60% of the class does not master an objective. When fewer than 60% of the class does not master an objective, reteaching should occur in context of small group instruction.
    Reteaching is required for major grade assessments in which the student earns a score below 75.
  - Correcting an assignment or test does not constitute as reteaching.

- **Reassessment**

Campus administrators shall review reassessment and retesting procedures for each team to ensure consistency within the team. Reassessment procedures should be consistent across grade levels or the campus, as determined at each campus. There must be evidence that reassessment has occurred.
Reassessment is required for major grade assignments in which a student makes below a 75.
Student accommodations/ modifications shall be provided during reassessment in alignment with LPAC and ARD decisions.

  - Documenting Reassessment
    Reassessment must be documented in the online grade book.
  - Timeframe
    Reassessment must follow reteaching according to an appropriate timeline to allow student acquisition of content. Reassessment must occur prior to the end of the grade reporting period.
  - Models for Reassessment
    Reassessment methods include, but are not limited to:
    - Additional assignments,
    - Cumulative tests (unit, grading period),
    - Demonstration/ performance,
    - Discussion/review,
    - Observation,
    - Oral questioning with documented responses, or

- Retesting.

Reassessments cannot include assignment or test corrections or retaking the same version/copy of an assignment/assessment.

- **Reassessment for Daily Grades**

  Teachers may elect to offer any student the opportunity to reassess a daily grade. Reassessment grades may replace the initial grade. The process for reassessment of daily grades shall be consistent across grade level teams according to the campus guidelines and must occur within the grading period in which the daily grade was initially earned in the course.

- **Reassessment for Major Grades**

  Retesting guidelines apply to major grade assignments for each grading period. Students who receive a grade below 75 must be provided an opportunity to demonstrate proficiency through retesting. The process for retesting shall be consistent across grade-level must be provided an opportunity, through retesting, to demonstrate proficiency. The process for retesting shall be consistent across grade level teams according to the campus guidelines.

  - Timeline

    An appropriate timeline for retesting must be determined and communicated to students. To allow for acquisition of content, retesting must be scheduled a minimum of two school days after the results are provided from the initial assessment. Timely feedback shall be provided to the student following the reassessment. Additionally, major grades should be scheduled in the instructional calendar to allow time for retesting within the same grade reporting period.

Two models of retesting that may be used are:

- Traditional Retesting

  A model of retesting in which teachers create an alternate assessment. The alternate assessment may include all objectives on the initial assessment or only those not previously mastered by the student. The format of the retest is the discretion of the teacher.

- Who is eligible: only students scoring <75%
- What is assessed: initial content (all or only non-mastered objectives)
- Final Score: cannot be greater than 75%; retesting may not reduce the initial grade,

Retest Grade	Assigned Grade Change (retest)
Below initial grade	No grade change – initial score remains
Above initial grade and below 75	Replace initial score with score earned on retest
Above 75	Replace initial score with 75

- Progressive/Cumulative Testing

  A model of retesting in which teachers retest previously assessed objectives by including them on the next comprehensive examination.

- Who is eligible: all students, independent of initial score
- What is assessed: new content, combined with some prior content (the assessment is cumulative)
- Final Score: Whatever the student scores on the cumulative assessment is the score for this assessment. If this score is higher than the previous assessment(s), it also replaces the score(s) of previous assessment(s).

- *For the last major grade of a grading period, if a student scores less than 75% on the comprehensive/cumulative test, traditional retesting will apply. The retest may include all objectives on the assessment being retested or only the objectives not mastered by the student. Reteaching is required prior to retesting. If the retest grade is higher than the assessment being retested, then the grade on the retest replaces the assessment being retested, up to a 75%.*

Retention

According to Policy EIE (Local), students in grades 6th thru 8th unable to earn a score of 70 or above in a course of study during the regular school year may repeat the course in summer school. Students who earn a grade of 70 or above in summer school may be promoted to the next grade level.

Suspension

The District will not impose a grade penalty for makeup work after an absence due to Suspension. Teachers should follow the same process provided in this handbook under Makeup Work.

High School Grading & Reporting

Official Grade Reports
Official grade reports shall be provided to students and parents to communicate students' progress towards proficiency in each grade level. When calculating student grades, the Skyward gradebook is configured to round at each Term, Semester, and for the Final Grade.

Report Cards

(1) **Reporting Periods**
Four grade-reporting periods will be defined by the instructional calendar (UIL Eligibility Calendar and UIL Exempt Course List) each year. **[EXHIBIT B]**

(2) **Grade Reporting**
Grades in all subjects or courses shall be reported to students and parents at the end of each grade reporting period. The report shall include the number of times the student has been absent. For students in special programs, a written report to parents must clearly specify the instructional level at which the student is functioning.

- **In Grades 9th – 12th**, student proficiency will be determined using a traditional grading scale. Student proficiency will be reported using a 100-point system as outlined below:

Letter Grade	Range
A	90 – 100
B	80 – 89
C	70 – 79
F	Below 70

- **For dual credit courses,** student proficiency will be determined using a traditional grading scale. The identified college partner sends a letter grade at the end of each course (end of the high school semester) and the high school campus registrar converts it to a numerical grade using the Fort Bend ISD conversion below. **For dual credit courses with a lab,** the grades will be weighted as follows:
  - **Lab grade** will count as 40 percent of the student's grading period average.
  - **Lecture grade** will count as 60 percent of the student's grading period average.

Letter Grade	FBISD Conversion
A	96
B	86
C	76
D	70
F	59
FX	59

(3) **Type and Weight of Grades**

In Grades 9th – 12th, each grading period grade shall reflect a student's progress toward proficiency on the identified Priority/Essential Standards, aligned to the Texas Essential Knowledge and Skills (TEKS).All grades will be weighted as follows:

- **Major Grades** will count as 50 percent of the student's grading period average.
  In accordance with policy EFA (LEGAL), parents are entitled to review each test administered to their child after it is administered. A teacher may specify reasonable hours for such a review. Dual credit courses will adhere to the partnering institution of higher education's FERPA policy.

- **Daily Grades** will count as 50 percent of the student's grading period average.

- **For dual credit courses with a lab,** the grades will be weighted as follows:
  - **Lab grade** will count as 40 percent of the student's grading period average.
  - **Lecture grade** will count as 60 percent of the student's grading period average.
- **For dual credit courses without a lab,** teachers follow the identified college partner's requirements of weighting of grades rather than the Fort Bend ISD requirements.

(4) **Required Number of Grades**

- **In Grades 9th – 12th**, grades will be reported using a numerical average based on a minimum of (9) grades per course, per grading period. In each course, students should receive (3) major and (6) daily grades.
  - **Progressive High School** offers an opportunity for students to gain credits at an accelerated pace in identified courses. Students can earn 0.5 credit in a nine-week grading period in these courses. A minimum of (12) grades; (3) major and (9) daily grades, will be required per nine-week grading period in these accelerated courses.
- **For dual credit courses,** teachers follow the identified college partner's requirements for number of grades rather than the Fort Bend ISD requirements.
- District Formative Assessments may be used as a daily grade. NWEA MAP should NOT be used as a grade.

The required number of grades indicated in procedures shall be used throughout the entirety of the school year. If the district experiences significant loss of instructional days due to learning model transition delays or disaster related closures, the district will revisit the required number of grades at that time.

(5) Transfer Grades

A. To assign grades to a transfer student, the records from the previous school(s), (out of country, and out of state)should be included in calculations for the current grading period. Transfer grades may be averaged to give the student a final grade if the attendance rule is met.
B. **Advanced Academics Course Change**: To assign grades to a student who is in need of an adjustment from their Advanced Academic Course (AAC) to an On Level Course, the unweighted grades from the previous course (AAC or AP level) will transfer with the student

to the new course, and will be averaged with the grades earned in the new course.

If the records are unavailable and the student has been in attendance for fewer than 15 days, teachers will enter grades based on the guidelines below.

A. A student who is present for less than (15) days in Grading Period 1 or Grading Period 3, will receive NG, but will have the ability to earn credit based on the grades from Grading Period 2 or Grading Period 4.
B. A student who is present for less than (15) days in Grading Period 2 or Grading Period 4 will receive an NG for the semester and will be required to earn credit for the semester using an alternative method such as, but not limited to, online course work or summer school.

If the records are unavailable and the student has been in attendance for (15) days or more, **teachers will enter grades based on the guidelines below.**

A. Teachers shall immediately begin collecting evidence of student learning through classroom assignments and assessments. Students shall not be required to complete assignments assigned prior to enrollment solely for the purpose of generating a grading-period grade. The number of grades collected should be proportional to the number of days the student has been enrolled at school and must have a minimum of 1 major grade and 2 daily grades.
B. Teachers must place a grade on the report card. Teachers will report in the comments, the portion of work on which the student is being graded and indicate in the comments, "this does not represent assignments from the entire grading period."
C. Student exam exemption will be based on grades and number of days present in the course.

For dual credit courses, teachers follow the identified college partner's requirements for grades rather than the Fort Bend ISD requirements. Consultation with the campus and district registrar may be required for individual circumstances.

(6) **Grade Reductions**

Grade reductions may be assessed for late assignments or in the event academic dishonesty occurs.

- **Late Work:** Late work will be accepted according to the campus guidelines to allow students to demonstrate proficiency. Late work guidelines shall be developed at the campus level, approved by the appropriate assistant superintendent, and followed by all teachers on that campus. Late work may result in a grade reduction. Campus late work guidelines shall be included in the course syllabus.
- **Academic Dishonesty:** All secondary students shall sign a pledge of integrity at the beginning of each year. The pledge shall serve as each student's commitment of integrity in academic work. **[Exhibit D**]

  Academic Dishonesty includes, but is not limited to:
  - Cheating or copying the work of another student.
  - Plagiarism, including use of artificial intelligence in preparing an assignment
  - Unauthorized access to written or electronic information
  - Utilizing artificial intelligence software to create and generate work that the student claims is their authentic work, and;
  - Unauthorized collaboration with another person in preparing an assignment or examination.

If a teacher or supervising employee determines that a student has engaged in academic dishonesty, the student shall receive consequences outlined in the Student Code of Conduct.

For dual credit courses, teachers follow the identified college partner's requirements for grades rather than the Fort Bend ISD requirements.

If a student has a grade reduction as a result of late work, missing assignments, or academic dishonesty, the teachers shall use direct communication strategies to inform parents. These direct communication strategies may include but are not limited to:

- Putting notes in the Skyward gradebook for the assignment – marked as late or missing.
- Sending an email directly to the parents of students with missing or late assignments.
- Calling parents when students are repeatedly turning in assignments late, have missing grades in the gradebook, or suspect the student has cheated on an assignment.

(7) **Calculating Semester Grades & Final Course Grades**

- **Semester Exams**
  All courses in grades 9th – 12th shall assess students using a cumulative semester exam at the end of the first and second semester. Semester exams shall align to the curriculum and may include the use of multiple modalities to measure student proficiency. Semester exams shall be kept on file by the Department Head in each content area for a period of (1) year.
- **Semester Grades**
  - Semester Grades shall be determined using the percentages below:
    -

First Semester	1st Grading Period Average (42.5%)	2nd Grading Period Average (42.5%)	Semester Exam (15%)
Second Semester	3rd Grading Period Average (42.5%)	4th Grading Period Average (42.5%)	Semester Exam (15%)

- **Final Course Grades**
  Final course grades shall be determined using a numerical average of the first and second semester grades. Students must meet the 90% attendance rule per TEC 25.092 to earn credit for a course, regardless of the grade. Students will not receive credit for a passing grade when the attendance rule has not been met.
  - Full year courses not eligible for credit based on final average:
    In full-year courses where the final average is less than 70, the District shall award credit for only the semester in which he/she earned the passing grade (70 or above and the attendance rule is met). Students will only receive credit for a passing semester grade when the attendance rule has been met. The student shall be required to retake only the semester in which he/she earned a failing grade. The student may elect to retake the entire course, especially where the course is a prerequisite for a higher-level course, or the course is a foundational course upon which higher-level courses are built.
  - Full-year courses eligible for credit based on final average:

In full-year courses where a student's grade in one semester is failing (below 70) and the student has a final course grade of 70 or above, credit for both semesters shall be awarded if the student has met the attendance rule. Semester grades can only be averaged for credit when the attendance rule has been met for both semesters. For example, if a student fails semester 1 and does not meet the attendance rule for semester 2, the semester grades will not be averaged, and the student will not receive credit for the course regardless of the final average being greater than 70. Semester grades cannot be averaged for credit when the courses are from two different modalities (i.e. online courses and face- to-face).

- **Dual Credit Course Grades**
  All dual credit courses, whether taught by FBISD staff or college faculty, are exempt from any FBISD mid-term (grading period) grading policies (effective with the 2019-20 school year) due to the identified college partner ONLY reporting letter grades at the end of each semester in December and May.

  - For the student to receive dual credit, the MOU with the partnering higher education institute states that the college will supply letter grades only to the high school registrar. Currently, FBISD partners with Houston Community College (HCC). HCC only awards letter grades, which are used to calculate a college GPA on a 4.0 scale. There is not a + or – for the letter grades, only the letter (example: No A+ or A-, only A).
  - **For dual credit courses with a lab,** the grades will be weighted as follows:
    - **Lab grade** will count as 40 percent of the student's grading period average.
    - **Lecture grade** will count as 60 percent of the student's grading period average.
  - The conversion for these letter grades is as follows:
  -

HCC Letter Grade	FBISD Grade for Course
A	96
B	86
C	76
D	70
F	59
FX	59

(8) GPA Calculations: Grades and reporting grades impact a student's overall grade point average (GPA). For grade point average calculations, see policy EIC. For students that participate in advanced level courses, their grades will be weighted as follows. Students enrolled in on-level courses will not receive a weighted grade. Please see EIC (Local)

- Advanced Academic Courses (5 pts)
- Advanced Placement (10 pts)
  - Dual Credit and OnRamps Courses (10 pts). Any dual credit science courses with labs shall be counted as one district grade based on the conversion of 60% of the grade coming from the lecture course and 40% coming from the lab course. See **Exhibit F** for a grade conversion chart.

- GPA-Exempt Courses: Juniors and seniors shall be eligible to take specified courses on a GPA-exempt basis according to established guidelines [see EIC (LOCAL)]. Approved GPA exempt courses shall not be included when calculating a student's GPA.

(9) Credit Recovery Courses: Students who participate in a credit recovery course will retain the original and new grade on their official transcript and both grades will be used to calculate a student's GPA.

Progress Reports
Written progress reports shall be distributed equally throughout each grade-reporting period in accordance with the instructional calendar (UIL Eligibility Calendar and UIL Exempt Course List). **[EXHIBIT B]**. In addition, teachers have the responsibility to provide parental notice, through direct communication, when a student's average drops below 70 between progress reporting periods if the student was passing at the progress report.

All dual credit courses, whether taught by embedded or adjunct faculty, are exempt from any FBISD mid-term (grading period) grading policies (effective with the 2019-2020 school year) due to HCC ONLY reporting letter grades at the end of the course. Embedded staff do need to report attendance in Skyward, though grades are not to be entered.

Conferences
Teachers shall provide parents with a set conference time where parents can request a conference related to student progress towards proficiency. Students may self-advocate and request a conference prior to a parent scheduling a teacher conference. To support this process, administrators shall provide teachers support via establishing schedules for conferences and articulating the process for conferences to parents.

- **Student-Led Conferences:** Student-led conferences shall include the opportunity for student reflection, discussion and feedback, and goal setting. See **[EXHIBIT E]** for a resource to guide student led conferences.
  Student conferences shall be scheduled before or after school.

Makeup Work
Teachers must have a system in place to notify a student of an assignment that occurred during his/her absence. Students should be proactive in requesting makeup work from a teacher following an absence.

Teachers shall provide the student, as a minimum, the same number of days, as he/she was absent to complete the work. In extenuating circumstances, a teacher may provide extended time for the completion of makeup work.

Retention
According to Policy EIE (Local), students in grades 9th thru 12th grade who are unable to earn a score of 70 or above in a course of study during the regular school year may repeat the course in summer school or during the school year. Options for repeating the course shall be determined according to the model that is in the best interest of the student and aligned with guidance provided in policy. See EIC (Local) regarding implications to GPA and class rank.

Suspension
The District will not impose a grade penalty for makeup work after an absence due to suspension. Teachers should follow the same process provided in this handbook under Makeup Work.

Extra Credit

To receive extra credit, the work completed must be directly related to the curriculum, should be used for enrichment, and should not replace missing work. Extra credit should not be used to the extent that the grade does not accurately reflect the academic achievement of that student for the current grading period.
Opportunities for extra credit shall be determined by the PLT team, consistent amongst the grade level/content area team, and offered to all students within the course.

Test Days
Teachers will work collaboratively in their academic teams to coordinate the scheduling of major tests and makeup test days. A campus may determine to establish a schedule for testing days across academic content areas to limit the number of tests a student will take on a given day.

Reengagement
Reengagement is a necessary part of teaching to ensure all students have the opportunity to attain proficiency. Time for reengagement is allocated in the Scope and Sequence for each unit of instruction. Reengagement is comprised of both reteaching and reassessment.

- **Reteaching**
  Reteaching is a necessary component for mastery of essential knowledge or skills. Reteaching must occur whenever a student has not mastered the objectives at the independent practice or assessment level.
    - Documenting Reteaching
      Teachers shall document reteaching when it is determined that a student did not master objectives. Documentation of reteaching may occur in the online grade book or within teacher lesson plans.
    - Timeframe
      Teachers shall establish a reasonable timeline for reteaching content. Reteaching must occur prior to reassessment. To ensure that all students have access to reteaching, it must be provided during the school day.
    - Models for Reteaching
    - Teachers may utilize whole group instruction for reteaching when more than 60% of the class does not master an objective. When fewer than 60% of the class does not master an objective, reteaching should occur in context of small group instruction. In all models, reteaching shall include feedback to students on where they are and where they need to go to attain proficiency.
    - Correcting an assignment or test does not constitute as reteaching.

  Reteaching is required for major grade assessments in which the student earns a score below 75.

- **Reassessment**
  Campus administrators shall review reassessment and retesting procedures for each team to ensure consistency. Reassessment procedures should be consistent across grade levels or the campus, as determined at each campus. There must be evidence that reassessment has occurred. ***Reassessment is required for major grade assignments in which a student makes below a 75.***
  Student accommodations/ modifications shall be provided during reassessment in alignment with LPAC and ARD decisions.

    - Documenting Reassessment
      Reassessment must be documented in the online grade book.

- Timeframe
  Reassessment must follow reteaching according to an appropriate timeline to allow student acquisition of content. Reassessment must occur prior to the end of the grade reporting period.
- Models for Reassessment
  Reassessment methods include, but are not limited to:
  - Additional assignments,
  - Cumulative tests (unit, grading period),
  - Demonstration/ performance,
  - Discussion/review,
  - Observation,
  - Oral questioning with documented responses,
  - Retesting.

  Reassessments cannot include assignment or test corrections or retaking the same version/copy of an assignment/assessment.
- Reassessment for Daily Grades
  Teachers may elect to offer any student the opportunity to reassess. Reassessment grades may replace the initial grade. The process for reassessment of daily grades shall consistent across grade level teams according to the campus guidelines and must occur within the grading period in which the daily grade was initial earned in the course.
- Reassessment for Major Grades
  Retesting guidelines apply to major grade assignments for each grading period. Students who receive a grade below 75 must be provided with an opportunity, through retesting, to demonstrate proficiency. The process for retesting shall be consistent across grade level teams according to the campus guidelines.
  - Timeline

  An appropriate timeline for retesting must be determined and communicated to students. To allow for acquisition of content, retesting must be scheduled a minimum of two school days after the results are provided from the initial assessment. Timely feedback shall be provided following a reassessment. Additionally, major grades should be scheduled in the instructional calendar to allow time for retesting within the same grade reporting period.

  Two models of retesting that may be used are:
  - Traditional Retesting

    A model of retesting in which teachers create an alternate assessment. The alternate assessment may include all objectives on the initial assessment or only those not previously mastered by the student. The format of the retest is the discretion of the teacher.
    - Who is eligible: only students scoring <75%
    - What is assessed: initial content (all or only non-mastered objectives)
    - Final Score: cannot be greater than 75%; retesting may not reduce the initial grade,

Retest Grade	Assigned Grade Change (retest)
Below initial grade	No grade change – initial score remains

Above initial grade and below 75	Replace initial score and score earned on retest
Above 75	Replace initial score with 75

- Progressive/Cumulative Testing

  A model of retesting in which teachers retest previously assessed objectives by including them on the next comprehensive examination.

  - Who is eligible: all students, independent of initial score
  - What is assessed: new content, combined with some prior content (the assessment is cumulative)
  - Final Score: Whatever the student scores on the cumulative assessment is the score for this assessment. If this score is higher than the previous assessment(s), it also replaces the score(s) of previous assessment(s).
  - *For the last major grade of a grading period, if a student scores less than 75% on the comprehensive/cumulative test, traditional retesting will apply. The retest may include all objectives on the assessment being retested or only the objectives not mastered by the student. Reteaching is required prior to retesting. If the retest grade is higher than the assessment being retested, then the grade on the retest replaces the assessment being retested, up to 75%.*

EXHIBIT A – Learner Characteristics Elementary Conduct

Learner Characteristics PreK & Kindergarten

Effective Communicator – Profile of a Graduate

Communicate through self-expression, social engagement, and considering point-of-view

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can share my needs.				
I can share my feelings.				
I speak when it is my turn to share.				
I give others time to speak.				
I listen to others' ideas before I say what I think.				
Overall – Effective Communicator				

Collaborative Team Member – Profile of a Graduate

Demonstrates collaborative skills in contributing to teamwork, building relationships, and in refining and managing goals.

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can do a task with others.				
I can do a task while following my teacher's rules.				
I take my turn and give others a turn.				
I can make a goal for myself.				
Overall – Collaborative Team Member				

Equipped with Skills for Life – Profile of a Graduate

Exhibits skills that demonstrate respect, healthy life choices, and the ability to apply knowledge in productive ways.

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can take care of my things.				
I can tell the truth.				
I can follow directions.				
I can set goals.				
I can be nice.				
I can keep trying.				
Overall – Equipped with Skills for Life				

Learner Characteristics 1st & 2nd Grade

Effective Communicator – Profile of a Graduate

Communicate through self-expression, social engagement, and considering point-of-view

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can share my personal needs while working with others.				
I can share my feelings with others.				
I can give others time to speak in a conversation.				
I can pay attention and listen when others are speaking.				
I can listen to helpful comments from others without getting upset.				
Overall – Effective Communicator				

Collaborative Team Member – Profile of a Graduate

Demonstrates collaborative skills in contributing to teamwork, building relationships, and in refining and managing goals.

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can help my team do a task.				
I can share ideas with my team.				
I can show respect for the needs of others on my team.				
I can show appreciation for help from others on my team.				
I can explain the goal my team has.				
I can work with my team to reach a goal that my teacher gives.				
Overall – Collaborative Team Member				

Equipped with Skills for Life – Profile of a Graduate

Exhibits skills that demonstrate respect, healthy life choices, and the ability to apply knowledge in productive ways.

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can show respect toward people and materials.				
I can do my best on my work.				
I can be honest.				
I can use feedback to set goals.				
I can keep trying even when it is hard.				
Overall – Equipped with Skills for Life				

Learner Characteristics 3rd & 4th Grade

Effective Communicator – Profile of a Graduate

Communicate through self-expression, social engagement, and considering point-of-view

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can share my feelings.				
I can explain my thinking to others.				
I can ask others to explain what they mean.				
I can listen to others' ideas.				
I can take constructive feedback.				
Overall – Effective Communicator				

Collaborative Team Member – Profile of a Graduate

Demonstrates collaborative skills in contributing to teamwork, building relationships, and in refining and managing goals.

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can help my team do a task.				
I can share ideas with my team.				
I can show respect for the needs of others on my team.				
I can explain why my team has a certain goal.				
I can work with my team to reach a goal that my teacher gives.				
Overall – Collaborative Team Member				

Equipped with Skills for Life – Profile of a Graduate

Exhibits skills that demonstrate respect, healthy life choices, and the ability to apply knowledge in productive ways.

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can reflect on my behavior and positively adjust it when needed.				
I can submit quality work in a timely manner.				
I can show respect toward people and property.				
I can take responsibility for my actions.				
I can set goals and follow a plan to achieve them.				

I can persevere even when it is difficult, and I don't feel like it.				
Overall – Equipped with Skills for Life				

Learner Characteristics 5th Grade

Effective Communicator – Profile of a Graduate

Communicate through self-expression, social engagement, and considering point-of-view

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can think of and ask questions to understand better.				
I can restate and summarize others' ideas.				
I listen well and respond respectfully to different points of view.				
Overall – Effective Communicator				

Collaborative Team Member – Profile of a Graduate

Demonstrates collaborative skills in contributing to teamwork, building relationships, and in refining and managing goals.

Success Criteria	Always	Most of the Time	Some of the Time	Occasionally
I can use positive actions or ideas to help my team with tasks.				
I can show respect to the needs of others in my group.				
I can help my group set goals.				
I can help my group reach its goals.				
Overall – Collaborative Team Member				

Equipped with Skills for Life – Profile of a Graduate

Exhibits skills that demonstrate respect, healthy life choices, and the ability to apply knowledge in productive ways.

Success Criteria	Always	Most of the Time	Some of the Time	Occasional ly
I can reflect critically on my behavior and use feedback to inform my future actions in a positive way.				
I can manage my time and work effectively.				
I can demonstrate honesty, integrity and responsibility in my choices.				
I can set goals and articulate my success criteria for achieving the goals.				

I can continue working toward goals even when I encounter obstacles and setbacks.				
Overall – Equipped with Skills for Life				

EXHIBIT B – 2026 – 2027 UIL Eligibility Calendar

2026-2027 TEA/UIL ELIGIBILITY CALENDAR

This document is intended to bring clarity to the eligibility calendar for UIL participants. Specifically be aware of the following issues:

- Grade periods for eligibility are seven (7) calendar days after the evaluation, with the exception of holidays.
- Students may lose/gain eligibility at the six weeks grading period.
- Students can regain eligibility at both the three weeks progress report and at the six weeks grade report.
- All students are academically eligible during Thanksgiving Break, Christmas Break and Spring Break holidays.

FORT BEND INDEPENDENT SCHOOL DISTRICT
2026-2027 TEA/UIL ELIGIBILITY CALENDAR

• Friday	9/18	Evaluate All Students	(Progress Report #2)
• Friday	9/25	Students gain/lose eligibility	(end of the school day)
• Thursday	10/8	Evaluate All Students	(Report Card #1)
• Monday	10/26	Students gain/lose eligibility	(end of the school day)
• Friday	11/6	Re-evaluate failing students from Report Card #1	(Progress Report #3)
• Friday	11/13	Students may regain eligibility	(end of the school day)
○ *THANKSGIVING BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE*			
• Friday	12/4	Re-evaluate failing students from Report Card #1	(Progress Report #4)
• Friday	12/11	Students may regain eligibility	(end of the school day)
• Friday	12/18	Evaluate All Students	(Report Card # 2)
○ *CHRISTMAS BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE*			
• Wednesday	1/13	Students gain/lose eligibility	(end of the school day)
• Monday	1/25	Re-evaluate failing students from Report Card #2	(Progress Report #5)
• Monday	2/1	Students may regain eligibility	(end of the school day)
• Tuesday	2/16	Re-evaluate failing students from Report Card #2	(Progress Report #6)
• Tuesday	2/23	Students may regain eligibility	(end of the school day)
• Thursday	3/4	Evaluate All Students	(Report Card #3)
○ *SPRING BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE*			
• Monday	3/22	Students gain/lose eligibility	(end of the school day)
• Friday	4/2	Re-evaluate failing students from Report Card #3	(Progress Report #7)
• Friday	4/9	Students gain eligibility	(end of the school day)
• Friday	4/23	Re-evaluate failing students from Report Card #3	(Progress Report #8)
• Friday	4/30	Students may regain eligibility	(end of the school day)

NOTE:
* ALL STUDENTS ARE ACADEMICALLY ELIGIBLE THROUGH THE SUMMER.

No Pass No Play Exempt Courses 2026-2027

The following courses are identified as advanced and, as such, eligible for exemption as noted in section 33.081 of the Texas Education Code & Texas Administrative Code 19, Part 2, Chap. 74C and the UIL handbook.

- **All College Board Advanced Placement (AP) Courses or International Baccalaureate (IB) Course, or an honors or dual credit course in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English (LOTE) and;**
- Honors and high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)" in the subject areas of English Language Arts, Mathematics, Science, Social Studies, and Language other than English (LOTE) courses level IV – V.

Course Name	Skyward Course Number	Content Area Course Fulfills
African American Studies - AP	SS9331/SS9332	Social Studies
Algebra II (College Algebra) OnRamps	MA232T	Math
Anatomy and Physiology DC (A)	CH07PA	Science
Anatomy and Physiology DC (A)	CH07PB	Science
AP Computer Science Principles	CST300	LOTE Advanced Placement
AP Computer Science	TA521/TA520, CST310/CST320	LOTE Advanced Placement
Art History - AP	FA911	Advanced Placement Elective
Biology – AP	SC3513/3514	Science
Biology DC	SC351P	Science
Biology OnRamps	SC351T	Science
British Literature I DC	EL64P1	English
British Literature II DC	EL64P2	English
Calculus - AP-AB	MA251	Math
Calculus - AP-BC	MA351	Math
Chemistry – AP	SC3613/3614	Science
Chemistry I OnRamps	SC332T	Science
Chemistry II OnRamps	SC361T	Science
Chinese IV – AP	FL641	LOTE Advanced Placement

Chinese V – H	FL651	LOTE honors
College Algebra DC	MA5551/MA5552	Math
Comparative Government & Economics AP	SS5611	Social Studies
Comp Sci I - DC	CST2PC	Chap. 74 indicates counts as a LOTE
Comp Sci II - DC	CST35P	Chap. 74 indicates counts as a LOTE
Comp Sci III - DC	CST3PD	Chap. 74 indicates counts as a LOTE
Earth Space Science OnRamps	SC391T	Science
Economics DC	SS4561/4562	Social Studies
Economics OnRamps	SS452T	Social Studies
English Composition 1301 - DC	EL13P1	English
English Composition 1302 - DC	EL13P2	English
English III – DC	EL 13P2	English
English III - DC	EL13P1	English
English III – AP	EL131	English
English IV - DC	EL64P1	English
English IV - DC	EL64P2	English
English IV – AP	EL141	English
English IV A - DC	EL64D1	English
English IV B - DC	EL64D2	English
English IV DC	EL642	English
English IV Rhetoric OnRamps	EL142T	English
Environmental Science AP	SC411	Science
European History AP	SS591	Social Studies
French IV – AP	FL241	LOTE Advanced Placement
Geoscience: Earth, Wind, Fire OnRamps	SC391T	Science

German IV – AP	FL341	LOTE Advanced Placement
History of Art – AP	FA911	Advanced Placement
Human Geography – AP	SS4351/4352	Social Studies
Human Geography (WG)- AP	SS437	Social Studies
Humanities First Time Taken - DC	EL413P	English
Independent Math - DC	MA552P	Math
Independent Math Study - DC	MA5552	Math
Independent Study Math D - DC	MA5552	Math
Japanese IV – AP	FL541	LOTE Advanced Placement
Latin IV – AP	FL441	LOTE Advanced Placement
Macroeconomics – AP	SS4511/4512	Social Studies
Microeconomics – AP	SS4571/4572	Social Studies
Modern Physics - DC	SC921	Science
Multivariable Calculus - DC	MA662	Math
Music Theory – AP	FM122	Advanced Placement
Organic Chemistry - DC	SC911	Science
Pathophysiology - DC	CHSO9P	Science
Personal Finance and Literacy - DC	SS532P	Social Studies
Physics C AP	SC3813/SC3814	Science
Physics I AP	SC421	Science
Physics II AP	SC431	Science
Physics I OnRamps	SC342T	Science
Physics II OnRamps	SC431T	Science
Pre-Calculus - AP	MA240	Math
Pre-Calculus – DC	MA242P	Math
Pre-Calculus OnRamps	MA240T	Math

Pre-Calculus	MA242	Math
Psychology – AP	SS5111/5112	Social Studies
Psychology DC	SS513	Social Studies
Psychology AAC: Social Studies Research Method	SS5113	Social Studies
Scientific Research and Design I - A - DC	CST1P	Science
Scientific Research and Design (First Time Taken) OnRamps	SC361T	Science
Scientific Research and Design (Second Time Taken) OnRamps	SC431T	Science
Scientific Research and Design I A - DC	CST1P	Science
Scientific Research and Design I A - DC	CST2P	Science
Scientific Research and Design I B - DC	CST2P	Science
Sociology DC	SS523	Social Studies
Spanish IV – AP	FL141	LOTE
Spanish V – AP	FL151	LOTE
Special Topics Social Studies - DC	SS922P	Social Studies
Special Topics Social Studies - DC	SS581P	Social Studies
Statistics - AP	MA451	Math
Statistics OnRamps	MA450T	Math
Studio Art – 2D – AP	FA611	Advanced Placement
Studio Art – 3D AP	FA711	Advance Placement
Studio Art – Drawing Portfolio – AP	FA811	Advance Placement
Texas Government DC	SS922P	Social Studies
Trigonometry DC	MA551P	Math

US Government – AP	SS4411 or SS4412	Social Studies
US Government DC	SS4461 or SS4462	Social Studies
US Government OnRamps	SS442T	Social Studies
US History – AP	SS431	Social Studies
US History DC	SS436	Social Studies
US History I – DC SM1	SS43D1	Social Studies
US History II– DC SM2	SS43D2	Social Studies
US History OnRamps	SS432T	Social Studies
World History – AP	SS424	Social Studies

EXHIBIT C – Competencies (Pre-K, K, 1)

Pre-Kindergarten, Kindergarten, and First grade Competencies are updated annually and are available on or before the teacher returns to school date. Teachers can access the grading competencies and progressions in their grade-level Schoology Curriculum Groups inside the red Grading Resources folder.

Parents can access the Pre-Kindergarten, Kindergarten, and First grade Competencies via the website and by requesting a copy from their child's teacher.

EXHIBIT D – Academic Integrity Pledge

Fort Bend ISD Academic Integrity Pledge

The Vision of FBISD is to graduate students who exhibit attributes of the Profile of a Graduate.

A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is equipped with skills for life, a servant leader, an effective communicator, a critical thinker, a compassionate citizen, a collaborative team member and a life-long learner.

I, _____(student's name here) as a Fort Bend ISD student, pledge to exhibit the traits of a graduate by demonstrating academic integrity and to avoid academic dishonesty.

- Cheating or copying the work of another student.
- Plagiarism, including use of artificial intelligence in preparing an assignment
- Unauthorized access to written or electronic information
- Utilizing artificial intelligence software to create and generate work that the student claims is their authentic work, and;
- Unauthorized collaboration with another person in preparing an assignment or examination.

The determination that a student has engaged in academic dishonesty shall be based on the judgement of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students, or other evidence. *Appeals on the judgement will be brought to a campus committee (Chapter 37) designated by the campus principal*.

Student Signature:_____ **Date:** _____

With this pledge, I understand that I shall be subject to grade penalties on assignments or tests and disciplinary penalties, which may include disqualification from participation in academic awards/programs, in accordance with the Student Code of Conduct and the Student Parent Handbook. Instances of academic dishonesty will have an impact on academic awards/programs for the current and following school year.

EXHIBIT E – Student-Led Conferences

The document below can be used by high school students to schedule a student-led conference.

Student Conference Request

Student Name:_____ **Date of Request:** _____

I would like to request a student-initiated conference to discuss the following need:

____ Academic Need **____ Learning Environment** **_____ Other**

Use this space to describe the concern/topic:

What do you hope to accomplish in this conference?

Work Habit Reflection – *Consider your consistent work habits to complete the scale.*

Work Habits	Always	Some of the time	Rarely
I complete all assigned work within identified timelines.			
I actively engage in classroom discussions. *(asking questions and provided feedback as appropriate)*			
I can identify when I need help and articulate the need.			

PLEASE SELECT YOUR PREFERENCE FOR MEETING TIME:

Before school

After school

SECTION BELOW TO BE COMPLETED BY TEACHER ONLY

SCHEDULED DATE AND TIME OF CONFERENCE ***(within 48 hours of date of request)***

Date:_____/_____/_____ **Time:**_____: _____

CONFERENCE NOTES:

NEXT STEPS:

EXHIBIT F – Grading Conversion Chart for Dual Credit Science Courses with a Lab

If HCC lecture grade (60%) is:	If HCC lab grade (40%) is:	The average is:	FBISD GRADE
A=96	A=96	96	A=96
A=95	B=85	91	A=96
A=95	C=75	87	B=86
A=95	D=70	85	B=86
A=95	F=59	80.6	B=86
B=86	A=95	89	B=86
B=86	B=85	85	B=86
B=86	C=75	81	B=86
B=86	D=70	79	C=76
B=86	F=59	74.6	C=76
C=76	A=95	83	B=86
C=76	B=85	79	C=76
C=76	C=75	75	C=76
C=76	D=70	73	C=76
C=76	F=59	68.6	F=59
D=70	A=95	80	B=86
D=70	B=85	76	C=76
D=70	C=75	72	C=76
D=70	D=70	70	D=70
D=70	F=59	65.6	F=59
F=59	A=95	73.4	C=76
F=59	B=85	69.4	F=59
F=59	C=75	65.4	F=59
F=59	D=70	63.4	F=59
F=59	F=59	59	F=59

EXHIBIT G – Sample Elementary Report Card Comments

Student has been successful in reading with predicting what will happen next by using text evidence. In math, she has made great improvement using adding and subtracting to solve word problems. In ELA her goals for the next nine weeks are to add more details to her writing and to connect her evidence to her claims about her reading. She is currently reading at the expected level for this time of year. In math, her goal is to analyze the context of word problems for multiplication and division before and after solving.

Student is helpful to others and gets along well with his peers. We are working on staying on task and transitioning to independent work. In Reading, he recognizes all letters and their sounds, and he is reading text above the expected level for this time of year. Student needs further assistance with comprehension. Reading every day at home will improve comprehension. After reading, you can ask him to tell you about what he read to practice comprehension. In Math, he has mastered 2D and 3D shapes, representing numbers 0-5, and comparing numbers. He is still working on composing and decomposing, and we will continue practicing composing and decomposing during small group in class. We look forward to seeing student grow this year in Kindergarten. Keep up the great work!

Student has been working hard during the multiplication/division unit. She has mastered using different strategies to solve up to 4-digit multiplication problems. She is gaining more confidence with solving division problems using the area method. She continues to be hard working and motivated during reading and writing. She is currently reading at the expected level for this time of year. In writing, she can work on adding more elaboration and sensory details to her stories. At home, she can continue to read the books in her book bag nightly. Thank you for helping her be successful in 4th grade.

EXHIBIT H – Grading Timeline

2026-2027 Elementary Grading Timeline

Grading Period	Description	Grading Period		Post to Family Access Date
		Start Date	End Date	
1	TERM 1	8/11/2026	10/08/2026	10/22/2026
2	TERM 2	10/19/2026	12/18/2026	12/18/2026
3	TERM 3	01/06/2027	03/04/2027	03/18/2027
4	TERM 4	03/15/2027	05/27/2027	05/27/2027

2026-2027 Secondary Grading Timeline

Grading Period	Description	Grading Period		Post to Family Access Date
		Start Date	End Date	
1	PROGRESS REPORT 1	08/11/2026	08/28/2026	09/01/2026
1	PROGRESS REPORT 2	08/11/2026	09/18/2026	09/22/2026
1	TERM 1	08/11/2026	10/08/2026	10/21/2026
2	PROGRESS REPORT 3	10/19/2026	11/06/2026	11/10/2026
2	PROGRESS REPORT 4	10/19/2026	12/04/2026	12/08/2026
2	TERM 2	10/19/2026	12/18/2026	12/18/2026
3	PROGRESS REPORT 5	01/06/2027	01/25/2027	01/29/2027
3	PROGRESS REPORT 6	01/06/2027	02/16/2027	02/22/2027
3	TERM 3	01/06/2027	03/04/2027	03/17/2027
4	PROGRESS REPORT 7	03/15/2027	04/02/2027	04/06/2027
4	PROGRESS REPORT 8	03/15/2027	04/23/2027	04/27/2027
4	TERM 4	03/15/2027	05/27/2027	05/28/2027