

Secondary Grading and Reporting Handbook

2023-2024



Montgomery ISD

2023-2024 Secondary Grading and Reporting Handbook

Handbook prepared by MISD Curriculum and Instruction Department in collaboration with
campus leaders.

Montgomery ISD Administration

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Purpose

The purpose of this handbook is to foster consistency in grading practices among campuses, grade levels and courses. It serves as a guide in decision making at the teacher and administrator level.

Mission

Montgomery ISD, in partnership with families and the community, will grow and develop future generations of leaders and productive citizens by offering innovative academic programs responsive to every student's individual needs. The district will prepare all students for the college, career, or military opportunity of their choice and will educate the whole child by addressing student social and emotional well-being. The workplace culture of Montgomery ISD will be one of positivity, collaboration, and trust.

Montgomery ISD will accomplish this mission through an unwavering commitment to increasing academic outcomes for all students; providing safe school environments where productive academic instruction can occur; exercising fiscal transparency while being responsible fiduciaries of taxpayer dollars; offering world class educational tools, resources and facilities; recruiting, hiring, growing, and retaining high-quality educators and employees; and engaging in clear and consistent communication with parents, staff, and stakeholders.

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Grading and Reporting Symbols

Grading Scale

Student proficiency shall be reported using a 100 point system as outlined below.

Numerical Grade	Letter Grade
90-100	A
80-89	B
70-79	C
69 or below	F
Incomplete	I

General Grading Standards

Please note that junior high courses that are for high school credit will follow high school guidelines.

A. Grading Philosophy

1. Grades should reflect mastery of intended learning standards.
2. The primary audience for the message conveyed in grades are students and parents/guardians. Grading policies should aim to give them equitable, consistent, useful, timely, and actionable information.
3. Grading policies should be set up to support student motivation to learn.

B. Grading Categories and Weight

Students receive a numeric grade in courses each grading period. Grades shall reflect the students' progress towards mastery of the learning standards.

- Teachers shall use the standard grading template as determined by the District for their course. See EXHIBIT A (family/student access) or EXHIBIT B (teacher access).
- The following categories will be used to report grades each grading period.
 - a. Major
 - b. Minor
 - c. Other
- Junior high PE and athletics and high school athletics courses are an exception as they use only the Major category to report grades each grading period.

C. Number of Assignments in Each Grading Category

1. Items which fall in the major or minor categories constitute the majority of the average for each grading period. Therefore, students need multiple opportunities to establish grades in each of these grading categories. At least three or more unique grades must fall within each grading category.
2. For each grading period, the chart pictured below outlines the minimum number of grades submitted for each progress measure.

	Interim Progress Report 1	Interim Progress Report 2	Report Card
Minimum number of grades in the major category	1	2	3
Minimum number of grades in total	4	8	12

3. Campuses may establish local requirements regarding additional grades per category in collaboration with teacher leaders.
4. In unique situations created by the calendar or course, discussion with the principal regarding the appropriate, necessary number of grades is expected.

D. Calculating Average for Each Grading Period

Please note that by changing the grading cycles to nine weeks instead of six, there are several benefits that our students, parents and staff will see. This change would:

*1) Provide teachers more opportunity for student assessment of learning, rather than having fewer number of assignments that are weighted heavier towards a course grade.
2) Provide parents an opportunity to see if a student is underperforming in a course by providing two progress reports, as opposed to only one, before a report card is sent home. 3) Align the grading cycles with our elementary schools to provide further consistency in our grade reporting to parents.*

1. The District has developed a uniform method to be used in calculating averages for each grading period in order to provide consistency within a campus and across the district, See EXHIBIT A (family/student access) or EXHIBIT B (teacher access).
2. Please note that some high school Dual Credit courses do not report grades on progress reports or report cards.
3. The practice of allowing a student to borrow points from his/her average for the next grading period in order to have a passing average for the current grading period is prohibited.

E. Calculating Average for Semester and End of Year

1. The District has developed a uniform method to be used in calculating averages for each grading period and semester in order to provide consistency within a campus and across the district.

2. Per MISD board policy, when a student earns a passing grade in only half of a course and the combined grade for both halves is lower than 70, the District shall award the student credit for the half with the passing grade.

F. Semester Examinations

Junior High

1. In junior high, semester examinations will only be given in courses for which high school credit is awarded at the conclusion of each semester, with the exception of CTE courses. Any exceptions to the scope of material tested or the format of the exam must be approved by the building principal.
2. During the last week of each semester, all courses will administer a final summative assessment to be weighted in the major category of the 2nd or 4th grading period.
3. The final summative assessment or semester exam should not be given prior to the actual scheduled test date/time. Any exception for unique extenuating circumstances must be approved by the building principal/designee.
4. Missed final summative assessments for each semester must be made up in a timely manner as follows. Missed first semester exams must be made up by the end of the 10th school day of the third grading period. Missed second semester exams must be made up by the end of the tenth weekday immediately following the last day of school for the year. Extenuating circumstances are to be discussed with the appropriate assistant principal. A grade of zero will be given on semester exams if not made up by the deadline.
5. Final summative assessments or semester exams are exempt from the reassessment policy.
6. Per Texas Education Code 26.006, a school shall make teaching materials and teacher-made tests readily available for review on-campus by parents after the test is administered.

High School

1. In high school, semester examinations are given in all courses. Any exceptions to the scope of material included on the exam, the administration of an exam, or the format of the exam must be approved by the building principal.
2. Semester examinations for high school credit courses are weighted as 15% of the semester average.
3. Semester exams are not to be given prior to the actual scheduled test date/time.
4. Missed semester exams must be made up in a timely manner as follows. Missed first semester exams must be made up by the end of the 10th school day of the third grading period. Missed second semester exams must be made up by the end of the tenth weekday immediately following the last day of school for the year. Extenuating circumstances are to be discussed with the appropriate assistant principal. A grade of zero will be given on semester exams if not made up by the deadline.

5. Students enrolled in AP courses in the spring semester are eligible to exempt their spring final, if they take the AP exam associated with the course.
6. Semester exams are exempt from the reassessment policy.
7. Per Texas Education Code 26.006, a school shall make teaching materials and teacher-made tests readily available for review on-campus by parents after the test is administered.

G. Testing (Major Category)

Tests/summative assessments serve to evaluate mastery of the learning standards (TEKS).

1. Tests/summative assessments should be scheduled and communicated to students at least three class days in advance.
2. Tests/summative assessments must be scheduled on specific days according to campus policy, i.e. even and odd calendar dates. In order for a test to be given on a different day than the campus schedule, prior approval by a designated campus administrator is required. This applies to all instructional levels, including Advanced and Advanced Placement courses.
3. Per Texas Education Code 26.006, a school shall make teaching materials and teacher-made tests readily available for on-campus review by parents after the test is administered.

H. Reteaching and Reassessment

Per MISD board policy EIA, the District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

*Guidelines 1-8 are the **minimum** requirements for reteaching and reassessment.*

Junior High

1. In order for a student to be eligible for any reassessment which could result in a possible change of the recorded grade, the following must occur:
 - a. The student completes and submits a major grade as scheduled.
 - b. The student receives a grade below 85 on a major grade.
 - c. The student attends remediation immediately after an unsuccessful major grade (remediation may include attending tutorials, small group instruction, reteaching a concept, or other strategy as prescribed by the teacher).
 - d. The student will be reassessed for mastery of the content within 5 school days of the grade posting.
2. A reassessment is a comparable alternate assessment over the same learning standards or priority standards. The reassessment should cover the same basic content at the same level of difficulty as the original assessment (Reassessment may include redoing the assessment, taking a comparable alternate assessment, completing a different project over the same learning standards, or another assessment method at the discretion of the teacher/team).
3. The highest grade a student may earn on a reassessment is 85.

4. For any reassessment, the grade will only be recorded when it is higher than the original grade.
5. Courses with common assessments must have common policies for reteaching
6. Reteaching and reassessment applies to all instructional levels including Advanced and Advanced Placement courses.
7. A retest after the grading period cannot make a student eligible for UIL no pass, no play.
8. If the class average for a summative assignment/assessment is below 65, the class material will be retaught within the grading period, and a retest opportunity will be provided for all students.

High School

1. In order for a student to be eligible for any reassessment which could result in a possible change of the recorded grade, the following must occur:
 - a. The student completes and submits a major grade on time as scheduled.
 - b. The student receives a grade below 75 on a major grade.
 - c. The student will request reteaching and schedule reassessment for mastery of the content no later than one week prior to the end of the grading period.
2. A reassessment is a comparable alternate assessment over the same learning standards or priority standards. The reassessment should cover the same basic content at the same level of difficulty as the original assessment.
3. The highest grade a student may earn on a reassessment is a **75**.
4. For any reassessment, the grade will only be used when it is higher than the original grade.
5. Courses with common assessments must have common policies for reteaching and reassessing.
6. Reteaching and reassessment applies to all instructional levels including Advanced and Advanced Placement courses.
7. Reteaching and reassessment applies to all instructional levels including Advanced and Advanced Placement courses.
8. A retest after the grading period cannot make a student eligible for UIL no pass, no play.
9. If the class average for a summative assignment/assessment is below 65, the class material will be retaught within the grading period, and a retest opportunity will be provided for all students.
10. A retest after the grading period cannot make a student eligible for UIL no pass, no play.
11. If the class average for a summative assignment/assessment is below 65, the class material will be retaught within the grading period, and a retest opportunity will be provided for all students.

I. Research Papers/ Projects (Major Category)

Projects and/or research papers serve to evaluate mastery of the learning standards (TEKS).

1. Projects and/or research papers shall be assessed and feedback provided throughout the process in order to ensure success.
2. Projects and/or research papers should be scheduled and communicated to students in advance with a rubric/grading criteria specifying how the project and/or research paper will be graded according to mastery of the learning standards.
3. The project and/or research paper due date must be scheduled on specific days according to campus policy, i.e. even and odd calendar dates. In order for a project and/or research paper to be due on a different day than the campus schedule, prior approval by a designated campus administrator is required. This applies to all instructional levels including Advanced and Advanced Placement courses.
4. Projects and/or research papers will not be assigned the day before a holiday and will not be due the first school day after a holiday, including summer break.
5. When assigning group work, the rubric/grading criteria should communicate individual student mastery of the learning standards.
6. Teachers are required to limit the cost of materials and supplies to a reasonable amount and take into consideration student access to technology outside of the school day.

J. Homework

The purpose of homework is to promote student mastery of the intended learning standard/s.

1. Homework will not be assigned the day before a holiday and/or will not be due the first school day after a holiday, including summer break.
2. Homework shall be sufficient but not excessive to its intended purposes. Teachers will take into consideration student workload for multiple courses outside of the school day.
3. Homework assignments are -
 - a. Curriculum-based.
 - b. assigned to help students prepare for classwork (such as reading a text) and/or provide practice or enrichment in a concept or skill that has been presented or practiced in class.
 - c. clearly articulated and designed so that students know what is expected of them before leaving the classroom.
 - d. not assigned as a disciplinary consequence or to teach responsibility.

K. Make-Up Work

1. It is the student's responsibility to complete work missed while absent from class.
2. Students who have an excused or unexcused absence will be permitted to make-up coursework.
3. Students have the total number of days absent plus one in which to complete the assignments.

4. In certain circumstances where a prolonged illness is involved, an arrangement will need to be made between student and teacher.
5. Work assigned prior to the absence is due on the first return day. Special consideration should be given to ensure the student completes the learning before a summative assessment is administered.

L. Late Work

1. Assignments are expected to be turned in on the due date communicated by the classroom teacher to ensure students progress through the learning standards.
2. Late work may be accepted for up to five days after the due date. Please note that if the answers have been covered in class, the assignment is no longer eligible to be turned in.
3. Grading penalties associated with late work will be communicated at the campus and department level, so long as the penalty does not exceed more than a 30 point reduction of the assignment's grade.

M. Extra Credit

1. Extra credit may only be awarded on the basis of an academic product tied to mastery of the learning standards.
2. If extra credit is made available to one student, it must be made available to all students in the same course.
3. Extra credit will not be given for providing classroom materials or supplies, nor for performing an administrative task such as turning in a signed form or bringing a textbook.

N. Grading Penalties

1. Per MISD board policy EIA, a student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.
2. There will be no penalty for failure to include name, dates, headings or other formatting errors unless it is specifically tied to a learning standard.
3. A student will not receive a grade for another student's work when assigned to work in groups for a major grade. Teachers will grade based on individual student achievement in relation to the learning standards.
4. A student's grade on a lab may be penalized for violating lab safety as there are learning standards associated with lab safety.

Documentation of Grades

A. Progress Reports/ Report Cards Dates

The schedule below is the grade reporting schedule for the 23-24 school year.



Secondary UIL Grade Reporting Calendar 2023-2024

Grading Period	First Day of Grading Period	Last Day of Grading Period	Grades Due (Tuesday)	Eligibility Change (Friday)	Progress Report (Thursday)
Q1-1PR (12)	8/10/2023	8/25/2023	8/29/2023	N/A	8/31/2023
Q1-2PR (14)	8/28/2023	9/15/2023	9/19/2023	9/22/2023	9/21/2023
Q1-3RC (14)	9/18/2023	10/5/2023	10/10/2023	10/13/2023	10/12/2023
40 Days				Lose/Gain	
Grade gradebook closes at 11:59pm			10/11/2023		
Q2-1PR (13)	10/11/2023	10/27/2023	10/31/2023	11/3/2023	11/2/2023
Q2-2PR (15)	10/30/2023	11/17/2023	11/28/2023	12/1/2023	11/30/2023
Q2-3RC (19)	11/27/2023	12/21/2023	1/09/2024	1/12/2024	1/11/2024
47 Days				Lose/Gain	
End Semester 1 - Grade gradebook closes at 11:59pm			1/10/2024		
Q3-1PR (13)	1/9/2024	1/26/2024	1/30/2024	2/2/2024	2/1/2024
Q3-2PR (14)	1/29/2024	2/15/2024	2/20/2024	2/23/2024	2/22/2024
Q3-3RC (13)	2/20/2024	3/07/2024	3/19/2024	3/22/2024	3/21/2024
40 Days				Lose/Gain	
Grade gradebook closes at 11:59pm			3/21/2024		
Q4-1PR (13)	3/18/2024	4/05/2024	4/09/2024	4/12/2024	4/11/2024
Q4-2PR (15)	4/08/2024	4/26/2024	4/30/2024	5/3/2024	5/2/2024
Q4-3RC (18)	4/29/2024	5/22/2024	5/28/2024	N/A	5/30/2024
46 Days					
End Semester 2 - Grade gradebook closes at 11:59pm			5/29/2024		

Beginning of Grading Period	End of Grading Period	Report Card Posted to Family Access by 2:35pm	Teacher Gradebook Changes disabled at 11:59pm
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Semester 1 Staff and Student Holidays		Semester 2 Staff and Student Holidays	
Staff Development (5)	8/1 - 8/7	Workday (1)	1/8/2024
Workday (1)	8/8 - 8/9	MLK Holiday (1)	1/15/2024
Labor Day (1)	9/4/2023	Staff Development (1)	2/16/2024
Staff Development (1)	10/6/2023	Presidents Day (1)	2/19/2024
Columbus Day (2)	10/9 - 10/10	District PD Day (1)	3/8/2024
Thanksgiving Break (5)	11/20 - 11/24	Spring Break (5)	3/11 - 3/15
Early Release	12/20 - 12/21	Holiday (1)	3/29/2024
Winter Break (11)	12/22-1/5	Staff Development (1)	4/1/2024
		Staff Development (1)	5/23/2024
		Workday (1)	5/24/2024
Semester 1 – 87 Days		Semester 2 – 86 Days	

B. Grading and Posting of Grades

1. All grades must be recorded in the online gradebook within 5 school days of the submission date with the exception of more extensive written assignments, such as compositions, lab reports, etc.

C. Parent Contact

Teachers will communicate with parents of a student that consistently displays unsuccessful proficiency of the learning standards, at minimum, during Interim Progress Report and Report Card dissemination.

D. Grade Changes

Each campus registrar will keep records in an electronic grade change form. Teachers will contact the campus registrar for access to that electronic form.

Grading Special Populations

A. Dual Credit Courses

Dual credit courses follow grading policies set by Lone Star College in addition to MISD Secondary grading policies.

B. Emergent Bilingual Student Guidelines

1. Emergent Bilinguals (EBs) are at different stages of language acquisition. In assessing EBs for mastery of the essential knowledge and skills of the required curriculum, which includes the Texas Essential Knowledge and Skills (TEKS) and the English language proficiency standards (ELPS), the District will be flexible with methods allowing EBs to demonstrate knowledge, or competency regardless of their oral or written fluency and skills in English.
2. Per Texas Administrative Code **89.1210(e)**, second language acquisition methods, which may involve the use of the students' primary language, may be provided in any of the courses or electives required for promotion or graduation to assist the Emergent Bilinguals to master the essential knowledge and skills for the required subject(s). The use of second language acquisition methods shall not impede the awarding of credit toward meeting promotion or graduation requirements.

C. Gifted and Talented Student Guidelines

Identified Gifted & Talented students should not be given additional assignments. Assignments developed for Gifted & Talented students should take the place of regular class assignments.

D. Homeless Student Guidelines

The McKinney-Vento Homeless Assistance Act provides many important protections and rights for homeless children and unaccompanied minors. The Act offers guidance to educators in helping these students actively, fully, and successfully participate in and

complete their education. In MISD, we recognize the difficulties these students face and strive to reduce obstacles to success while upholding the expectation of rigorous content and standards our students anticipate. Homeless students may need assistance with the completion of missed assignments, alternate assignments due to lack of technology outside the school day should be considered, and test makeup/retake opportunities provided during the school day.

E. Students with Disabilities

A special note as it applies to Students with Disabilities (SWD) who are identified and eligible to receive services through either Section 504 or Admission, Review, and Dismissal (ARD) Committees:*

ALL students are expected to follow the scope and sequence for the enrolled grade level curriculum and to be assessed on their mastery of the enrolled grade level curriculum. SWD are often provided **accommodations** to ensure access to grade level instruction and/or assessment of their learning. Students served under special education services, however, require **modifications** to access and meaningfully participate in enrolled grade level instruction and/or assessments. These students require a change in the content, methodology, and/or delivery of instruction and/or assessment that changes the depth and/or complexity of the standard or skill all students are expected to acquire as a result of his/her disability. The more significant and compounded the disability/ies, the more likely the need for modification of standards, especially as the rigor of content increases as students get older. Section 504 and/or ARD Committees will make instructional and assessment decisions for students with disabilities in accordance with federal and state regulations.

- **504 or SPED Accommodation** - an accommodation allows a student to access and complete the same assignments and/or assessments as other students, but with changes in timing, presentation, formatting, scheduling, and/or response style without significantly or fundamentally altering the standard or objective or what the assignment or test is measuring.
- **SPED Modification** - a modification is a change in the student learning objective (standard) specifically to the rigor, depth, and complexity of the expectation for mastery; in turn students who receive modifications to learning standards often require alternate ways to access grade level learning targets.

A special note as it applies to Students with Disabilities (SWD) under IDEA (Special Education) as it pertains to credit and meeting GRADUATION REQUIREMENTS:

In accordance with [TAC 89.1070 \(b\)\(1\), \(b\)\(3\)\(D\), \(f\)\(1\), \(f\)\(2\), \(f\)\(3\), or \(f\)\(4\)\(D\)](#) , students with Individualized Education Plans (IEP) may be permitted to meet graduation requirements as outlined in subsections (b)(1), (b)(3)(D), (f)(1), (f)(2), (f)(3), or (f)(4)(D) ; and as determined by the ARD Committee and documented in the student's individualized education program (IEP).

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any state required end-of-course assessment as part of the STAAR Program to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance with his/her cohort (class of at entry into 9th grade). The student may then remain enrolled as an IEP Continuer to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

Exhibits

- [EXHIBIT A](#) (family/student access)
- [EXHIBIT B](#) (teacher access).