

Elementary Guide to Grade Reporting

2026 - 2027 School Year Only

Fort Worth
INDEPENDENT SCHOOL DISTRICT

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Foreward

Principals, Teachers, Administrators:

Evaluating student performance is a basic part of the educational process and calls for the highest level of professional skill and understanding. Texas Education Agency regulations stipulate that academic grades must reflect the degree of student mastery of the Texas Essential Knowledge and Skills (TEKS) for a subject or course.

These TEKS have been translated into District philosophies, goals, objectives, and scope-and-sequence documents in the Fort Worth ISD Curriculum. Per EH and EIA LOCAL policies, each teacher shall be expected to use the FWISD provided curriculum documents in the planning of their daily lessons. Teachers are also to use FWISD adopted or approved instructional materials and resources. These curriculum guideposts, along with local board policies, form the basis for grading procedures. This guide will assist you in evaluating student progress and in making assignments of grades.

Philosophy

Given the premise that all children can continue to learn and increase their achievement, we believe that grading and reporting should focus on student growth and learning in a climate of high expectations. Instructional emphasis will be placed on the accomplishment of defined District goals. Grading and reporting are both formative and summative in nature and should utilize both formal and informal processes. Schools are accountable for structuring learning experiences, teaching processes, planning and evaluation, and utilization of materials, resources, and time to result in optimum student learning. Grading should provide clear and consistent feedback to students.

Tests and quizzes yielding numerical grades are only one way to evaluate student learning. Complete grading requires multiple assessment techniques, such as performances, portfolios, projects, presentations, teacher observation of developmental skills, work samples, learning logs, journals, surveys, interviews, simulations, and role-playing. Using a variety of evaluation strategies will elicit greater opportunities for students to demonstrate mastery.

Purpose of Grading

Grading serves the following purposes or functions:

- Information: to inform parents and students regularly of the student's success in learning and mastery of local objectives and the Texas Essential Knowledge and Skills (TEKS).
- Guidance: to promote and maintain desirable patterns of behavior and achievement and to identify areas of special ability as a basis for realistic student self-appraisal and for future educational and occupational planning.
- Motivation: to encourage the student toward maximum achievement and realistic self-appraisal for future educational and occupational planning.
- Administration: to provide data for use in educational planning and decision-making.

This handbook provides a consistent set of grading and reporting regulations. The regulations adhere to the Texas Administrative Code, the Texas Education Code, and the Fort Worth ISD Board policies.

The handbook:

- Describes the District's grading system which all teachers will implement,
- Encourages a better understanding of grading and reporting, and
- Fosters consistency in grading and reporting student achievement.

PreK Grading System

The following guidance is to be followed for all campuses with the exception of the LAN schools (John T. White, Maude Logan, and Mitchell Blvd.) These campuses will follow previous FWISD Report Card guidance using FOCUS.

FWISD uses both CLI and the GOLD Assessment systems for PreK report cards in the following schedule:

- CLI – 1st and 6th six weeks report cards
- GOLD – 2nd, 3rd, 4th, 5th, six weeks report cards

The Circle Progress Monitoring assessment (CPM) from CLI will be administered three times a year, at the beginning (BOY), middle (MOY), and end (EOY) of the year. The BOY report will be used as the report card for the 1st reporting period and the EOY report will be used as the 6th and final report card.

FWISD uses the GOLD Assessment system associated with the Creative Curriculum as a method for collecting data to drive instruction. The system is directly connected to lesson planning and will allow for both formative and summative assessment.

The assessment model used in GOLD follows widely held expectations for children from birth through third grade and enables a whole-child approach to assessment. Color-coded progressions guide teachers toward selecting and adapting activities that support each child's development and learning, including those with disabilities. Meaningful reports inform classroom practices and individualized instructions.

The system will automatically connect assessment data and observation capabilities with daily instructional resources, creating an instantaneous and ongoing feedback loop of information to individualize learning and empower teachers to capture observations in the moment. GOLD aligns to Texas PreK guidelines and is research-based, validated, and shown to be effective by extensive independent research. Teachers will collect documentation on literacy, math, and social emotional objectives.

To this end, GOLD will be used as the PreK report card for the 2nd, 3rd, 4th, and 5th Report Card Periods. Students will be "graded" as "Progressing", "Meeting", or "Exceeding" expectations for each objective.

Teachers will electronically share report cards with families on designated report card dates. If requested, teachers will print a paper copy for families. An electronic file of each student's report card will be provided to the campus and stored with the Student Information System Department.

The Grading System

Board Policy

The Texas Education Code 28.0216 and Board Policy EIA (LEGAL) and EIA (LOCAL) state that teachers will not assign a student a prescribed minimum grade. Furthermore, the guidelines stipulate that:

- Grading must reflect a student's relative mastery of an assignment,
- A sufficient number of grades must be taken to support the grade average assigned
- Guidelines for grading must be clearly communicated to students and parents, and
- A student must be permitted an opportunity to redo an assignment or retake a test for which the student received a failing grade
 - If the teacher fails to notify the parent of the drop in the grade below a 70 at the third week, as required, the student shall be afforded the opportunity to bring the grade up to passing.

Determining Grades

Evaluations of academic achievement are not to be lowered because of poor conduct. Poor conduct should be reflected in conduct grades only. The "curve" system or any other system of evaluation that predetermines grades shall not be used.

Grades for Coursework

In determining grades for a course, emphasis will be placed on the accomplishment of defined FWISD instructional objectives which are aligned to the Texas Essential Knowledge and Skills (TEKS) and Texas College and Career Readiness Standards. The FWISD-developed curriculum provides guidance by including a variety of both formal and informal assessment activities aligned to the required TEKS.

Such tools will assist in determining if students are learning the required knowledge and skills at the appropriate level of complexity. Within this framework of information, both types of assessments (formative/informal and summative/formal) are to be utilized to determine an individual student's mastery of the TEKS.

- Formative assessments may include teacher observations, classwork/samples of student work, homework assignments, DOLs, skills demonstrations, etc.
- Summative assessments may include unit tests, quizzes, chapter or skills tests, writing samples, individual/group projects, oral presentations, etc.

- There should be a minimum of six grades documented each six weeks (one per week) in foundation curriculum areas: language arts, math, science, and social studies. There should be at least three grades given each three weeks. For grading periods with five weeks, there should be a minimum of five grades documented. Grading periods with seven weeks should include a minimum of seven grades documented.
- Participation grades are not to be used as one of the six grades in Grades 3 - 5.
- Benchmark tests are not to be used for grading purposes.
- District six-week assessments may be included in six-week grades with a weight equal to a homework grade (10%).
- For courses that have daily Instructional Planning Calendars (IPCs) with daily Demonstration of Learning (DOLs):
 - One district-curated DOL per week will be graded. The teacher has the discretion to determine which DOL from the week will be graded.
 - For Elevate campuses, up to two DOLs per week will be graded. The teacher has the discretion to determine which DOLs will be graded. Add a minimum of two grades per week for Elevate in foundational curriculum
 - Following the DOL, students will engage in LEAD Block tasks curated by the district and embedded within the IPC. These tasks are intentionally designed to address learning gaps or extend mastery based on the results of that day's DOL.
 - One district-curated LEAD Block task per week will also be taken for a grade, representing the work completed immediately after the DOL to reinforce or extend learning.

Minimum Number of Grades Required

A minimum of six grades is required per six weeks in spelling, PE, music, art, health, and handwriting. In fine arts and physical education classes where students attend on a rotating basis, teachers are required to enter a minimum of two grades every two weeks. In English language arts, math, science, and social studies, there should be a **minimum of 1 grade reported per week**. In grading periods with six weeks, a minimum of 6 grades should be recorded. Grading periods with five weeks will have a minimum of 5 grades recorded, and grading periods with 7 weeks will have a minimum of 7 grades recorded.

Homework

The purpose of homework is to improve student learning and provide opportunities for extending learning time beyond the school day by providing practice, developing proper study habits, and fostering positive attitudes toward school work outside the school day.

Homework is not to be counted more than ten percent of the six-week grade and at the campus and teacher discretion, may only be counted if it improves the student's grade.

- Assignments should be made with consideration given to a student's schedule and should be coordinated across subject areas at each school to avoid overloading students at any particular time.
- Feedback should be provided regarding any assignment sent home for completion.
- Homework should be based on only content standards taught, assigned, and completed recently or spiral review at a level of difficulty that can be completed independently by the student.
- Homework should be directly related to the TEKS and specific learning targets.
- Homework should be viewed as formative in nature, allowing for practice of new skills and knowledge.
- Homework may be provided as an enrichment activity to the material mastered in class.
- Homework expectations should be clearly communicated and homework should be differentiated according to student need. That is, not all students may need the same homework assignment.
- Homework should not be assigned as a punishment or consequence related to behavior. Recess may not be used to finish homework.
- Additional reading assignments, as outlined in the campus handbook, may be required and would not count toward cumulative total homework minutes.
- Homework guidelines, not including additional reading assignments:
 - K – 2; 10 – 20 minutes per day
 - 3 – 5; 30 – 60 minutes per day

Weighting of Grades

Grades are calculated based on weights established by the teacher and approved by the principal.

Teachers are to provide parents and students with grading procedures that include the weighting of categories that make up the total grade, such as homework, class work, and tests. This information may also be provided in the campus generated Student Handbook or a class syllabus.

In Grades 1 – 5, homework cannot count more than 10% of the six-weeks grade.

There must be at least two summative assessments given during each six-weeks grading period, and summative assessments cannot count more than 40% of the six-weeks grade.

Calculation of Yearly Grades

Yearly grades are computed by averaging the six 6-weeks of four 9-weeks numerical grades posted on the student's report card.

Posting Grades in the Online Gradebook

Teachers are required to post grades in the online gradebook and provide feedback to students within five school days from the date the student submits an assignment. The date the student turns in the assignment is day 0.

Complex assignments, essays, or assignments that require extensive teacher feedback may require up to seven school days to return to students and post in the online gradebook. Any deviation from this procedure requires principal approval and notification to students.

Makeup Work Due to an Absence

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. The student will be allowed no less than one day for each day absent, but may be allowed more time depending on the assignment and at the teacher's discretion. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence.

A student will be permitted to make up tests and to turn in projects due in any class missed because of an absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

A student who is absent, but turns work in by the teacher-designated due date, will have an opportunity to redo or retest, if applicable.

The Redo/Retake policy does not apply if a student does not submit work timely.

Redoing Assignments or Retaking Tests

Board Policy allows a student who receives a failing grade on a test or assignment, except for semester exams, the opportunity to redo the assignment or retake the test. The student or parent must initiate the request according to the following parameters:

- The student and/or parent must request to redo an assignment or retake a test within five days from the date the assignment or test was returned to the student or entered into the student grading system.
- The student will be provided an opportunity for tutoring or re-teaching prior to retesting. This may occur during class time, before or after school, or at another time agreed upon by the teacher and student.
- A teacher may require the student to complete missed homework, test corrections, or other items as part of the re-teaching process.
- A student must redo the assignment or retake the test within five school days from the date the student requests to redo the assignment or retake the test. A teacher may provide longer than five school days if necessary.
- Assignments offered for redo or retaken tests may be different from the original assignment or test so long as the concepts/content assigned or tested are the same.
- Any retests will be administered on the campus.
- The grade the student receives on the redone assignment or retaken test will be no higher than a 70.
- If more than 50% of the students in a class fail to demonstrate mastery on a summative assessment, except a benchmark, a teacher is encouraged to reteach and retest the class. The higher of the two grades will be recorded. A student who passed the original test can elect to retake the test. Reassessments should occur within five school days from the date the test is returned with feedback to the student.

Teachers must include these guidelines within the course syllabus.

Re-teaching

Board Policy EIA (LOCAL) defines re-teaching as another presentation of content and additional strategies, usually to provide an additional opportunity for a student to learn.

Each teacher shall plan for re-teaching while planning the initial instruction, thereby ensuring that alternative instructional strategies are immediately available when needed.

Re-teaching should be practiced and should ensure fairness and promote student success. The teacher should document any efforts to re-teach and any reassessments.

Communicating with Parents

The online gradebook enhances parent communication. Phone calls, parent conferences, written notices, and/or progress reports remain the preferred method of communications.

Conferences

Report cards are only one of many means of communicating with parents. Conferencing with parents is another way. Conferences are useful to improve understanding and communication among teacher, student, and parent. A conference may be initiated by a parent, teacher, student, or administrator.

Teachers are encouraged to schedule conferences with parents/guardians of all students during the 2nd six-week grading period. Conferences can be spread out over the entire six-week grading period to accommodate parent and teacher schedules. Additional conferences, at other times of the year, can be scheduled as needed at the request of the parent or teacher.

If a parent desires a conference with his or her child's teacher(s) to discuss the child's academic progress, the parent must contact the school office to schedule a meeting during the teacher's conference period. Parents must report to the school office prior to meeting with the teacher. All safety measures must be followed when visiting a campus.

To assure effective communication, any notice required by policy to be sent to the parent or guardian of a student shall be written in the language spoken by the parent or guardian. If the dominant language of the parent or guardians is a language other than English or Spanish, such notice will be written in the dominant language of the parent or guardian only if a suitable translation is available. To make arrangements for translations, call the Translation Services office at 817.814.2416.

Progress Reports

The teacher should request and issue a progress report at each of the required reporting periods and in the following instances.:

- A student's grade has dropped more than 10 points since the last grade report or progress report.
 - If the teacher fails to notify the parent of the drop in the grade, the student shall be afforded the opportunity to make up the work.
- A student has excessive absences.
- A student's conduct is "N", Needs Improvement or "U", Unsatisfactory.

Required Communication When Student's Performance is Unsatisfactory

Board Policy EIA (LEGAL) requires the District, at least once every three weeks, or during the fourth week of each nine-week grading period, to give written notice to a parent if a student's performance is consistently unsatisfactory. Unsatisfactory performance, per state credit rules, is performance below a grade of 70 on a scale of 100. The notice must provide for the signature of the student's parent and must be returned to the District.

If a student's average falls below 70 or the absence limit is exceeded after the scheduled notice of progress reports have been sent home, the teacher should immediately initiate parent contact by conference, letter, phone, email, and/or note. It is imperative that extra effort be made to give parents advance notice of a pending failing grade or of excessive absences in a class before the report card is sent home. Teachers should retain documentation of all efforts.

If the teacher fails to notify the parent of the drop in a grade below a 70 at the third week, the student shall be afforded the opportunity to bring the grade up to passing.

In addition, the teacher must notify the parent or guardian by email, letter to the home, phone call, or personal conference at the end of the first three weeks of a grading period when there is a 10 or more point drop in the academic grade or a drop in letter grade below an S (Satisfactory) for conduct of the student.

Teacher Syllabus

The teacher syllabus is another means of communicating required and important information to students and parents.

Before the end of the first week of attendance, teachers must provide students with a written course syllabus.

A copy of the syllabus must be filed in the principal's office. If changes occur to either the course syllabus or the grading procedures, these changes should be made in writing, to the student, and a new syllabus submitted to the principal to be filed in the principal's office.

At a minimum, the syllabus must contain:

- Weighting of categories that make up the total grade, as approved by the principal;
- Procedures for making up work when a student is absent;
- Procedures for redoing an assignment or retaking a test; and
- Attendance policies.

Explanation of Numerical and Letter Grades

Numerical Grades

Numerical grades on a scale of 1- 100 will be used to evaluate student progress in the following academic areas: Language Arts, Reading, Spelling, Mathematics, Science, Social Studies, and Health.

Beginning with the 2019 – 2020 school year, the numerical grading scale for elementary students, middle school students, and high school students graduating in the class of 2023 and thereafter, are shown below:

90 – 100	A - Above Average to Outstanding Progress
80 – 89	B - Satisfactory to Above Average Progress
70 – 79	C - Limited to Average Progress
0 – 69	F - Failing
I*	Incomplete/Failing

* The “I” is not an academic grade, but indicates incomplete work or required number of grades not complete, or a grade of 69 or below; therefore, students with an “I” are ineligible for extracurricular activities. (TEC 33.081)

Grades for Composition & Language and for Reading

The District’s elementary language program is designed to integrate listening, speaking, reading, and writing. These aspects of language ability and use develop simultaneously through natural language activities that require students to use the different language arts in combination. Therefore, the composition and language and the reading grades reflect a student’s ability to demonstrate all aspects of language acquisition in combination rather than student mastery of isolated skills. Growth in composition and language and in reading, then, is reflected in the quantity and sophistication of the student’s use of reading and writing processes to communicate effectively and appropriately in both oral and written language.

Spelling Grades

A spelling grade should reflect the student's demonstration of spelling knowledge of the words of study as outlined in the Language segment of the *Skills and Knowledge (Amplify Texas Reading - ELAR & SLAR)* strands corresponding to the student's grade level.

Teachers may use the spelling analysis sheets provided in the Teacher's Guide to assess the student's spelling knowledge and application of patterns and rules.

Spelling grades may also be taken, but not limited to, from the following assessments (when applicable):

Mid-Unit and End-of-Unit - Grades 1 and 2

Mid-Domain and Domain - Grades 3, 4, and 5

A minimum of six spelling grades should be recorded per six-weeks period.

Grades for Physical Education, Art, Music, and Handwriting

Letter grades using the symbols of “E”, “S”, “N”, and “U” are used to evaluate student progress in physical education, art, music, and handwriting. A minimum of two letter grades are to be entered every two weeks.

Evaluations are to be based on the understanding of concepts, development of skills, and participation in activities during the instructional day. The teacher must notify the parent or guardian by email, letter to the home, phone call, or personal conference at the third week of each grading period when there is one letter grade drop from the previous six-weeks period or a failing grade in the current six-weeks grading period.

Explanation of Letter Grades

Symbol Entered into Focus and Seen on Report Card	Explanation
E - Excellent	Clearly outstanding; exceeds expectations and performs above and beyond the mastery of essential knowledge and skills
S - Satisfactory	Meets expectations; is mastering essential knowledge and skills.
N - Needs Improvement	Fails to meet expectations; clearly needs help to raise performance to master essential knowledge and skills.
U - Unsatisfactory	Far below expectations; student is not mastering essential knowledge and skills and is failing.

Example: Art grade as it will appear on the grade card, see displayed below:

Six Weeks	1 st	2 nd	3 rd	4 th	5 th	6 th
ART	S	N	S	S	E	E

Handwriting Grading Scale for Letter Grades E, S, N, and U

Symbol Entered into Focus and Seen on Report Card	Explanation
E – Excellent	Clearly outstanding legible handwriting, using basic conventions of handwriting to form letters, and consistently includes spacing between words, sentences, and margins for readability. Student exceeds expectations in mastering essential knowledge and skills of handwriting.
S – Satisfactory	Meets expectations in writing legibly, using basic conventions of handwriting to form letters, and usually includes spacing between words, sentences, and margins for readability. Student is mastering the essential knowledge and skills of handwriting.
N – Needs Improvement	Fails to meet expectations in writing legibly with limited use of basic conventions of handwriting when forming letters and includes sporadic spacing between words, sentences, and margins for readability. Student clearly needs help in the mastery of the essential knowledge and skills of handwriting.
U - Unsatisfactory	Far below expectations in writing legibly, not using basic conventions of handwriting to form letters, and usually does not include spacing between words, sentences, and margins for readability. Student is failing to master the essential knowledge and skills of handwriting.

Letter Grades for Student Conduct

A campus plan should be developed to ensure consistency regarding the administration of conduct grades.

The Letters E, S, N, and U will be used for conduct grades.

Use the information in the chart below to determine conduct grades:

Letter Grades	Explanation
E - Excellent	Overall clearly outstanding regarding behavior; exceeds expectations in following school/classroom rules.
S - Satisfactory	Overall meets expectations regarding behavior and in following school/classroom rules.
N - Needs Improvement	Overall fails to meet expectations following school/classroom rules; clearly needs help to improve behavior.
U - Unsatisfactory	Overall far below expectations following school/classroom rules; clearly needs help to improve behavior.

The teacher must notify the parent before lowering the conduct grade to an N or U.

- N – The progress report may serve as documentation that the student's parent was notified.
- U – A conduct mark of a U requires documentation of a conference with the parent and submission of documentation to the principal.

Conduct/Work and Study grades are listed as an actual "class" labeled as CON on the grade card.

Example: Conduct grade as it will appear on the grade card, as displayed below.

Six Weeks	1 st	2 nd	3 rd	4 th	5 th	6 th
CON	S	E	S	S	S	S

Descriptive Conduct/Work Study skills are provided in a small chart on the elementary electronic grade card below the class grade listings.

The representative chart below lists the 12 descriptive indicators used as guidelines to determine the student's progress across each six-week period. This chart provides a place for letter grades, thus providing a comprehensive overview of the student's progress in conduct and work/study. The respective letter grades provided by the teacher in this 12-item chart are provided as a guide and are not electronically linked to the grade the teacher provides for the Conduct "class" grade.

Conduct/Work and Study	1st	2nd	3rd	4th	5th	6th		1st	2nd	3rd	4th	5th	6th
Completes Assignments	S	S	E	E	E	S							
Does Neat Work	S	S	E	E	E	S							
Follows Directions	S	S	S	S	S	S							
Has Supplies & Cares for Materials	S	S	E	E	E	S							
Listens Attentively	S	S	E	E	E	S							
Obeys School Rules	S	S	S	S	S	S							
								Respects Authority	S	S	S	S	S
								Talks at Appropriate Times	S	S	S	N	S
								Uses Acceptable Language	S	S	S	S	S
								Uses Self Control	S	S	N	N	S
								Uses Time Wisely	S	S	E	E	E
								Works/Plays Well with Others	S	S	N	N	S

Questions and Answers Regarding the Electronic Grade Book in Focus

Can I default a numeric assignment grade to a 100 or another value?

Yes, default grades can be given by using the Auto-Fill function (under Add An Assignment in the teacher grade book).

I have entered all of my grades and I am not seeing the letter grades?

The letter grade will not appear in the grade book until the grades are “submitted.” Once the user clicks submit after inputting the grades, the associated letter value and a percentage should be displayed for the courses having an A, B, C, and or F grades.

What can be seen by parents in the Parent Portal?

The Parent Portal will show both the letter grade and the numerical percentage grade for the following subjects: English Language Arts (CLA), Reading (REA), Spelling (SPE), Mathematics (MAT), Science (SCI), Social Studies (SOC), and Health (HEA).

Report card grades for PE, Music, Art, and Handwriting will display as an E, S, N, and U.

What do I do for Conduct Grades?

Report card grades for Conduct will display as an E, S, N, and U.

Display of Grades on Report Cards

Teachers enter numeric grades for each assignment (homework, quiz, test, etc.) into Focus.

To calculate a six-weeks grade, Focus uses each grade entered by the teacher and weights it based on the weighting system established by the teacher and approved by the principal.

All grades are displayed as whole number percentages on the report card. If the average results in a mixed number with a fraction of 0.5 or higher, the average will be rounded to the next higher whole number.

The grading scale showing the equivalent letter grade is printed at the bottom of each report card.

Example of a math grade as it will appear on the report card:

SIX WEEKS	1st	2nd	3rd	Sem 1	4th	5th	6th	Sem 2	Year
MAT	87%	85%	89%	87%	85%	91%	88%	88%	88%

Placement of Students Entering the District

Accredited Schools

The parent or guardian of a student enrolling in the District from an accredited public, private, or parochial school must provide evidence of prior schooling outside the District. The student will be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal will determine final grade placement.

The grades in progress from the sending school will be used to calculate the student's six-weeks or nine-weeks, semester, or yearly grade, as appropriate.

Accredited is defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner.

Non-Accredited Schools

A student enrolling in a District school from a non-accredited public, private, or parochial school, including homeschools, will be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

- Scores on achievement tests, which may be administered by appropriate District personnel.
- Recommendation of the sending school.
- Prior academic record.
- Chronological age and social and emotional development of the student.
- Other criteria deemed appropriate by the principal.

Conversion of Letter Grades to Numeric Grades

When a student transfers grades for properly documented courses from an accredited U.S. or foreign public or private institution, the District shall assign weight to those grades based on the categories and grade weight system used by the District if similar or equivalent courses are offered to the same class of students in the District.

Conversion of letter grades to numerical grades for students transferring into the District with letter grades are as follows:

A+ = 99	B+ = 89	C+ = 79
A = 96	B = 86	C = 76
A- = 92	B- = 82	C- = 72
D+ = 70	D = 70	D- = 70
		F = 60

If a student is transferring from a Texas school district or Texas charter school and has a “D” letter grade equivalent to a 70, credit will be awarded for the course per Texas Education Rule, 19TAC§74.26 (a)&(c).

If a student enters a Fort Worth school from another school district that only has three grade standard categories, these categories will be converted in the following way:

Highest Standard = 96

Middle Standard = 75

Lowest Standard = 65 or use a 70 if the student transfers in during the first six weeks and may not have a sufficient number of grades; this would allow the transfer student a start that is not failing.

Evaluation of Students with Special Needs

The Individual Education Plan (IEP) developed by the Admission, Review, and Dismissal (ARD) Committee for each student who meets eligibility criteria for Special Education services delegates responsibility for grade reporting for each special education student as follows:

1. If the content is taught solely in General Education, the grade will be assigned by the General Education teacher.
2. If the content is taught solely by the Special Education teacher, the grade will be assigned by the Special Education teacher.
3. If the content is taught through collaboration between the Special Education and the General Education teachers, the grade should be assigned jointly by but entered by the teacher of record. Exception(s) to these guidelines, where applicable, will be specified within the IEP.
4. All accommodations and modifications for Special Education students must be followed as delineated in the student's IEP and as determined in the ARD committee. All Special Education and General Education teachers are responsible for ensuring the implementation of accommodations listed in the student's IEP. Modifications to the curricular content will be endorsed by the ARD Committee and implemented by Special Education teachers.

Unless otherwise specified in the IEP, the grading period and grading system applicable to General Education will apply to students eligible for Special Education, as well.

Each student eligible for Special Education services will receive his/her IEP Progress Report, which will accompany the Report Card, at every designated reporting period (i.e. 6 weeks or 9 weeks). Special Education teachers and service providers are responsible for reporting IEP progress.

Honor Rolls

Any practice regarding honor roll is at the discretion of the principal. Parents and students should be made aware of these guidelines at the beginning of the school year.

Administration advises that principals use caution when establishing honor roll guidelines.

If an honor roll is established, it is advised that it have categories for which all learners have the opportunity to access:

- Attendance
- Effort
- Progress
- Comportment
- Academic Achievement