

Bellville Independent School District

Instructional, Grading and
Reporting Guidelines
2022-23



The BISD Instructional, Grading, and Reporting Guidelines were reviewed and updated by a committee of stakeholders. These guidelines are intended to be reviewed and updated annually. In an effort to provide consistency in grading while best meeting the needs of our students and providing clarity to instructional staff, the following document provides a reference which will encourage a better understanding of instructional practices related to grading and reporting for students, parents, and teachers.

After review of the document, please contact the appropriate campus principal with any additional questions you may have.

Tiffany Nipp, OBP Principal tnipp@bellvillebrahmas.org

Tony Hancock, West End Principal thancock@bellvillebrahmas.org

Karen Capps, OBI Principal kcapps@bellvillebrahmas.org

Daniel Symm, BJHS Principal dsymm@bellvillebrahmas.org

James Dristas, BHS Principal jdristas@bellvillebrahmas.org

2020-21 BISD Instructional, Grading, and Reporting Guidelines Committee Members

Courtney Locke, OBP Teacher
Kim Ables, OBP Teacher
Tammie Leuschner, OBP Teacher
Brenda Blezinger, West End Teacher
, West End Teacher
Shirley Biehunko, OBI Teacher
Megan Freitag, OBI Teacher
Lanthia Lischka, BJHS Teacher
Torri Converse, BJHS Teacher
Jessica Jennings, BJHS Teacher
Jennifer Peskey, BJHS Teacher
Dan Diezi, BHS Teacher
Ralph Almanza, BHS Teacher
Rebecca Aschenbeck, BHS Teacher
Jessica Kasprowicz, BHS Teacher
Andrew Jennings, BHS Teacher
Grady Rowe, Athletic Director
James Dristas, Campus Administrator
Daniel Symm, Campus Administrator
Kandis Krueger, Director of Inclusive Learning
Karen Capps, Campus Administrator
Tony Hancock, Campus Administrator
Anna Wieprecht, Student
Jenna Belcher, Student
Amy Lischka, Parent
Jill Brandt, Parent
Natalie Jones, Chief Academic Officer

Student grades will reflect mastery of the TEKS, Texas Essential Knowledge and Skills, for each course.

Official Grade Reporting

Progress reports and report cards will be issued and serve as communication between the school and parents/guardians and students. Bellville ISD utilizes an online grade reporting system and provides access for parents/guardians through the Ascender Parent Portal. Within the Ascender Parent Portal, parents/guardians can view grades throughout the reporting periods, gain access to Progress Reports and Report Cards for each nine week grading period, as well as manage alerts to be set according to desired parameters.

❑ Report Cards

- ❑ Report cards will be electronically generated and issued at the conclusion of each nine week grading period.
- ❑ Report cards provide information regarding academic progress, student conduct, and student absences.

❑ Progress Reports

- ❑ Elementary (K-5) Progress reports will be issued after the fourth week of the grading period.
- ❑ Secondary (6-12) Progress reports will be issued at the end of the third and sixth week of each nine week grading period.

Standards-Based Learning Pilot in Elementary Schools for 2022-23

In the 2021-22 school year, some of our elementary subject areas piloted standards-based grading. In this model, students were assessed on their proficiency of essential standards through rubrics which identified specific strengths and areas of need rather than a traditional number grades in the course. Although we saw improvement and growth, our goal was to be responsive to feedback from parents and teachers which has resulted in a few changes in regards to grading and reporting for those courses.

In 22-23, those teachers who piloted standards-based grading will be shifting to a standards-based learning model. This model is a hybrid of standards-based grading and traditional grading. Each nine weeks, students will be assessed on standards addressed in units of instruction, and grades will be reported in the gradebook by learning standards. Due to this nature, there will not be grading categories designated as Major and Minor. Instead, grading categories will reflect learning standard clusters that will enable teachers and parents to better understand the learning strengths and weaknesses of students. Throughout the course of the nine weeks, parents will be able to see how their student is progressing on the standards with a traditional numerical grade average.

Pre-K and Kindergarten

Pre-K students will receive standards-based report cards through the BISD Pre-K Report Card.

Kindergarten students will receive standards-based report cards through the BISD Kindergarten Report Card.

Numerical Scores/Letter Grades

The following table represents numerical scores and letter grades to reflect academic progress.

Numeric Average	Letter Grade	Description
90-100	A	Excellent progress
80-89	B	Good progress
70-79	C	Fair progress
69 and below	F	Failing

Grading Category Designations

When calculating a nine week average, no single assignment/assessment may count more than 25% of the grade regardless of the grading category.

Major Grades

Major grades are intended to reflect a summative assessment of the mastery of knowledge and skills and/or also require several class periods or outside of class time to complete. Examples include, but are not limited to:

- Tests/Exams
- Projects
- Term Papers

Minor Grades

Minor grades are intended to reflect a formative assessment of the mastery of knowledge and skills and generally are completed within the class period. Examples include, but are not limited to:

- Classwork
- Homework
- Quizzes (unless it is a separate designated subject category)
- Labs (unless it is a separate designated subject category)

Secondary Grading (Bellville High School and Bellville Junior High)

Each nine week grading period, teachers will submit at least two minor and one major grade per three week period with the exception of the beginning of each semester. At the beginning of each semester, for the first three week grading period the teacher will submit at least three grades. There may not be a major grade submitted due to time constraints; however, teachers will ensure a minimum of three major grades by the end of the nine weeks. Students will be permitted to retest/redo an assignment on major grades only if they receive a grade of 69 or below. If a student participates in a retesting opportunity because of a failing test grade, the highest grade they can receive is a 70. In the event the student fails both, the higher of the two will be recorded. There is one attempt per test. The original grade will be recorded if the student fails to take advantage of the reassessment opportunity. The student must retest within two class periods. If the failure is due to academic dishonesty, there is no retake option.

High school semester and/or final exams are not available for retesting. At the conclusion of each nine week grading period, if a student has 6-10 minor grades for the course, the lowest minor grade will be dropped from the average. If there are 11 or more minor grades, the two lowest minor grades will be dropped from the average. Secondary teachers shall enable the setting to drop the lowest grade from the beginning of each nine week grading period; therefore, grades may change as the grading period progresses. For the courses that have quiz categories, students at BJHS may be permitted to redo quiz grades. At BHS, students will have the opportunity to drop the lowest quiz grade. There will be at least one major, one quiz, and one daily grade submitted each three week grading period, with the exception of the beginning of each semester as stated above.

The maximum value for any assignment grade with bonus points or extra credit is 110.

Students taking Advanced and AP courses will not be permitted to retest on major grades; however, the lowest daily grade will be dropped from the average at the conclusion of the nine week grading period. Refer to the course syllabus for any variances regarding grading for Advanced and AP courses.

In secondary performance-based classes (ex. Band, theater arts), there will not be any dropped grades. Students are required to attend performances. Please refer to the class syllabus for more information.

Bellville High School Departmental Grade Weights

- English
 - Major Grades 45%
 - Minor Grades 55%
- Math

- Major Grades 60%
- Quizzes 30%
- Minor Grades 10%
- Science
 - Major Grades 60%
 - Labs and Quizzes 30%
 - Minor Grades 10%
- Social Studies
 - Major Grades 60%
 - Quizzes 30%
 - Minor Grades 10%
- Electives
 - Major Grades 50%
 - Minor Grades 50%

Bellville Junior High Departmental Grade Weights

- ELAR
 - Major Grades 45%
 - Minor Grades 55%
- Social Studies
 - Major Grades 55%
 - Minor Grades 45%
- Math
 - Major Grades 45%
 - Quizzes 35%
 - Minor Grades 20%
- Science
 - Major Grades 40%
 - Labs 25%
 - Minor Grades 35%
- Electives
 - Major Grades 50%
 - Minor Grades 50%

Elementary Grading (O'Bryant Primary, O'Bryant Intermediate, and West End Elementary)

Each nine week grading period for grades 1-5, teachers will submit at least two minor and one major grade per grading period with the exception of the beginning of each semester. At the beginning of each semester, for the first grading period the teacher will submit at least three grades. There may not be a major grade submitted due to time constraints; however, teachers will ensure a minimum of three major grades by the end of the nine weeks. Students will be permitted to retest/redo an assignment on major grades only if they receive a grade of 69 or below. If a student participates in a retesting opportunity because of a failing test grade, the highest grade they can receive is a 70. In the event the student fails both, the higher of the two will be recorded. The original grade will be recorded if the student fails to take advantage of the reassessment opportunity. The student must retest within two days. There is one attempt per test. At the conclusion of each nine week grading period, if a student has 6-10 minor grades for the course, the lowest minor grade will be dropped from the average. If there are 11 or more minor grades, the two lowest minor grades will be dropped from the average. Elementary teachers shall wait until the end of the nine week grading period to drop the lowest grade(s) with the exception of grades 4 and 5. Fourth and fifth grade teachers shall enable the setting to drop the lowest grade from the beginning of each nine week grading period; therefore, grades may change as the grading period progresses

For grades 1-3, minor grades will consist of 55% of the student's average and major grades will consist of 45% of the student's average in ELAR (English Language Arts and Reading) and Social Studies, Math, and Science.

For grades 4-5, minor grades will consist of 55% of the student's average and major grades will consist of 45% of the student's average in ELAR (English Language Arts and Reading), Math, Social Studies and Science.

In the fourth nine weeks grading period, please expect flexibility in the grading policies. Elementary teachers will submit the required number of grades; however, they may submit more grades earlier in the nine weeks due to the nature of their schedule (assemblies, field trips, etc.)

BISD Conduct Grading Scale

(Letter grades are also used for Elementary Enrichment Rotations for Art, STEM, Technology, and Music)

*Theater Arts TEKS will be addressed through ELAR and music classes.

Mark	Assessment	Description
E	Excellent	The student consistently and in all settings exhibits the BISD standard of excellence in trustworthiness, demonstrating respect for others, self-direction and responsibility, fairness and cooperation, caring for others and citizenship.
S	Satisfactory	The student routinely exhibits the BISD standard of excellence in trustworthiness, demonstrating respect for others, self-direction and responsibility, fairness and cooperation, caring for others and citizenship.
N	Needs Improvement	The student inconsistently exhibits the BISD standard of excellence in trustworthiness, demonstrating respect for others, self-direction and responsibility, fairness and cooperation, caring for others and citizenship.
U	Unsatisfactory	The student rarely exhibits the BISD standard of excellence in trustworthiness, demonstrating respect for others, self-direction and responsibility, fairness and cooperation, caring for others and citizenship.

Honor Roll

At the conclusion of each nine weeks, students will have the opportunity to be recognized for academic achievement by achieving the Academic Honor Roll. To receive the Academic Honor Roll, students must earn either an A or B for each of their courses. The end of year Academic Honor Roll will be cumulative through the fourth nine week progress report for elementary and the six week progress report of the fourth nine weeks for secondary.

Late Work

It is highly encouraged for students to be responsible for completing and turning in their work on time to achieve academic success. In the event of late work, please see the guidelines below:

- Elementary
 - For major and/or minor assignments, if a student does not turn in an assignment on time, a grade of "M" for missing will be placed in the gradebook which calculates as a zero in the average.
 - Late assignments will be accepted for two days only with the following penalties: if the assignment is submitted one day late, ten points will be deducted from the final mastery grade.
 - If the assignment is submitted two days late, twenty points will be deducted from the final mastery grade.
 - If a major grade is late resulting in the final grade being a 69 or below because of late penalties, the student will not be permitted to retest or redo the assignment. Those assignments falling below a 69 prior to the late penalties may be redone; however, late penalties will still be assessed on the final grade.
- Secondary
 - For major and/or minor assignments, if a student does not turn in an assignment on time, a grade of "M" for missing will be placed in the gradebook which calculates as a zero in the average.
 - Late assignments will be accepted within two class periods only with the following penalties: if the assignment is submitted one class period late, fifteen points will be deducted from the final mastery grade.
 - If the assignment is submitted two class periods late, thirty points will be deducted from the final mastery grade.

- ❑ If a major grade is late resulting in the final grade being a 69 or below because of late penalties, the student will not be permitted to retest or redo the assignment. Those assignments falling below a 69 prior to the late penalties may be redone; however, late penalties will still be assessed on the final grade.
- ❑ For Advanced and AP courses, refer to the teacher/course syllabus regarding late work policies.

Make-up Work

Students shall be permitted to make up assignments and tests following any absence. Students are responsible for asking teachers for make-up work upon returning to class.

- A student will be given as many class periods as he/she was absent to make up any missed work. Extra time may be given at a teachers' discretion.
- Students shall be given credit for satisfactory make-up work after an absence. Any assignment not turned in within the allotted time falls within late work guidelines.
- Exceptions may be granted by the Administration for extenuating circumstances.
- Students should not be required, on the day of returning to school, to take a quiz or test that was announced during the students' absence.
- Students absent from class due to school sponsored activities are encouraged to confer with their classroom teacher(s) prior to the planned absence.
- Work assigned prior to the absence(s) is due on the first return day, including taking a test as long as no new material has been covered.

Academic Dishonesty

Bellville ISD has a zero tolerance policy for academic dishonesty. A student found to have engaged in academic dishonesty will receive a zero 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 during an examination. 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.

Promotion and Retention

Promotion and course credit shall be based on mastery of the curriculum.

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

- Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

In grades 1–3, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in ELAR (English language arts and Reading) and Social Studies, mathematics, and science

In grades 4–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in ELAR (English language arts and Reading), mathematics, science, and social studies

High School Credit for Courses

Grade-level advancement for students in grades 9–12 shall be earned by course credits.

1st Nine Week Average	42.5%	3rd Nine Week Average	42.5%
2nd Nine Week Average	42.5%	4th Nine Week Average	42.5%
Semester Exam	15%	Semester Exam	15%
Semester Average	100%	Semester Average	100%

When a student is exempt from a semester exam, the semester average will be the average of the two nine week grading periods each weighing 50%. The final course grade consists of averaging the two semesters.

High School GPA/Grading Scale Info

Bellville High School's GPA and associated Class Rank are based on the core academic subjects only. Academic core subjects include English, mathematics, science, social studies, and foreign language courses. Extra weight is given to courses deemed more rigorous. The list below contains the names of courses offered at Bellville High School used in determining class rank and their corresponding weights. Students who transfer into Bellville Independent School District will earn grade points based on this system as well.

Regular	Academic	Advanced
4.0 Scale	4.5 Scale	5.0 Scale
English 1, 2, 3, 4		Advanced English 1, 2*** AP English 3, 4*** Dual Credit English 4
Algebra 1 Geometry Mathematical Models Algebra 2	Pre-Calculus Ind Study #1-College Algebra Ind Study #1-Calculus	Advanced Geometry*** Advanced Algebra 2*** Advanced Pre-Calculus*** AP Calculus*** AP Statistics***
IPC Biology Chemistry Principles of Technology Aquatic Science Environmental Science	Physics Anatomy & Physiology Medical Microbiology Forensic Science	Advanced Biology*** Advanced Chemistry*** Advanced Physics*** AP Biology I*** AP Chemistry II*** AP Physics I*** AP Environmental Science*** AP Computer Science***
World Geography World History US History US Government Economics		Advanced World History*** Advanced World Geography*** Dual Credit US History Dual Credit Government Dual Credit Economics AP US History***
Latin 1 Spanish 1	Latin 2 Spanish 2	Latin 3, Latin 4*** Spanish 3, Spanish 4***

***If a student is assigned to DAEP, these courses will not receive weighting on the Academic scale.

Please note:

- Entering ninth grade students in 2020-21 and beyond will not have foreign language courses included in GPA calculation.
- Advanced World Geography will only be included for GPA calculation with the entering ninth grade class of 2020-21 and beyond.

Grade Weighting Table

Numerical Grade	Advanced	Academic	Regular
100	5.0	4.5	4.0
99	4.9	4.4	3.9
98	4.8	4.3	3.8
97	4.7	4.2	3.7
96	4.6	4.1	3.6
95	4.5	4.0	3.5
94	4.4	3.9	3.4
93	4.3	3.8	3.3
92	4.2	3.7	3.2
91	4.1	3.6	3.1
90	4.0	3.5	3.0
89	3.9	3.4	2.9
88	3.8	3.3	2.8
87	3.7	3.2	2.7
86	3.6	3.1	2.6
85	3.5	3.0	2.5
84	3.4	2.9	2.4
83	3.3	2.8	2.3
82	3.2	2.7	2.2
81	3.1	2.6	2.1
80	3.0	2.5	2.0
79	2.9	2.4	1.9
78	2.8	2.3	1.8
77	2.7	2.2	1.7
76	2.6	2.1	1.6
75	2.5	2.0	1.5
74	2.4	1.9	1.4
73	2.3	1.8	1.3
72	2.2	1.7	1.2
71	2.1	1.6	1.1
70	2.0	1.5	1.0

For modified content and Life Skills, please see a high school counselor for the Grade Weighting Table.

High School Semester Exams

Students will be administered final exams during both fall and spring semesters. The exams will count as 15% of the student's semester grade and will be administered during the final week of the semester. The schedule for exams will be at the discretion of school administration.

Final exam exemption criteria:

The student must report to class for attendance accounting and check out requirements at the start of the first period each exam day to be exempt from taking any exam. Failure to report to the first period class each exam day will result in a zero as the grade for the examination. If the student has a pass for an excused absence, he/she will be allowed to take the make-up examination on the scheduled date.

Extra-curricular, Co-curricular, College Visits, Approved Medical, and Funeral/Bereavement absences will not count for exemption purposes.

Seniors and Juniors:

- 1) May exempt up to four exams in the Fall and all exams in the Spring
- 2) 90+ semester unweighted grade and no more than 3 absences in the class student is exempting; 80-89 semester unweighted grade and no more than 2 absences in the class student is exempting; or 70-79 semester unweighted grade and no more than 1 absence in the class the student is exempting
- 3) No major infractions resulting in IBS, Saturday School, Out of School Suspension, or DAEP placement
- 4) If a student takes an AP exam in the class they may automatically exempt the spring semester exam for that class
- 5) A student may not exempt a final exam for a course that has a STAAR/EOC exam. The student may be exempt in the Spring semester if the student passes the EOC exam.

Sophomores and Freshmen:

- 1) May exempt up to two exams in the Fall and up to four exams in the Spring
- 2) 90+ semester unweighted grade and no more than 3 absences in the class student is exempting; 80-89 semester unweighted grade and no more than 2 absences in the class student is exempting; or 70-79 semester unweighted grade and no more than 1 absence in the class the student is exempting
- 3) No major infractions resulting in IBS, Saturday School, Out of School Suspension, or DAEP placement
- 4) If a student takes an AP exam in the class they may automatically exempt the spring semester exam for that class
- 5) A student may not exempt a final exam for a course that has a STAAR/EOC exam. The student may be exempt in the Spring semester if the student passes the EOC exam.

Extracurricular Activities and UIL Eligibility

Teachers, coaches, directors, and sponsors should refer to Texas Education Code 76.1 for definition of extracurricular activities. Sponsors of extracurricular clubs and groups are responsible for ensuring that participating students are eligible for activities and contests. Sponsors will highly encourage students to see their teachers prior to their absence to obtain the work that will be missed so they are prepared when they return to class.

The following table outlines when students can gain and/or lose eligibility.

End of 3 Week Grading Period	End of 6 Week Grading Period	End of 9 Week Grading Period
9/2/2022	9/23/2022 Gain/Lose 9/30/2022	10/11/2022 Gain/Lose 10/18/2022
11/4/2022 Regain 11/11/2022	12/2/2022 Regain 12/9/2022	12/16/2022 Gain/Lose 1/11/2023
1/23/2023 Regain 1/30/2023	2/10/2023 Regain 2/17/2023	3/9/2023 Gain/Lose 3/27/2023
4/6/2023 Regain 4/13/2023	4/28/2023 Regain 5/5/2023	5/24/2023 (Last Day of School)

Students will lose or regain eligibility at the end of the school day on the dates listed above.

All Academically Eligible:

- Thanksgiving Break 11/18-27/2022 (after school on 11/18/2022)
- Christmas Break 12/16/2022-1/3/2023 (after school on 12/16/2022)
- Spring Break 3/9-19/2023 (after school on 3/9/2023)

Progress Report and Report Card Schedule 2022-23

PROGRESS REPORTS K-5		
Grading Period Ends	Computer Submission by 8:00 AM	Report Cards Issued/Sent Home
9/14/2022 (Wed)	9/15/2022 (Thurs)	9/16/2022 (Fri)
11/11/2022 (Fri)	11/14/2022 (Mon)	11/15/2022 (Tues)
2/3/2023 (Fri)	2/6/2023 (Mon)	2/7//2023 (Tues)
4/19/2023 (Wed)	4/20/2023 (Thurs)	4/21/2023 (Fri)

PROGRESS REPORTS 6-12					
Grading Period Ends	Computer Submission by 8:00 AM	Progress Reports Issued/Sent Home	Grading Period Ends	Computer Submission by 8:00 AM	Progress Reports Issued/Sent Home
9/2/2022 (Fri)	9/6/2022 (Tues)	9/7/2022 (Wed)	9/23/2022(Fri)	9/26/2022 (Mon)	9/27/2022 (Tues)
11/4/2022 (Fri)	11/7/2022 (Mon)	11/8/2022 (Tues)	12/2/2022 (Fri)	12/5/2022 (Mon)	12/6/2022 (Tues)
1/23/2023 (Mon)	1/24/2023 (Tues)	1/25/2023 (Wed)	2/10/2023 (Fri)	2/13/2023 (Mon)	2/14/2023 (Tues)
4/6/2023 (Thurs)	4/10/2023(Mon)	4/11/2023 (Tues)	4/28/2023 (Fri)	5/1/2023 (Mon)	5/2/2023 (Tues)

REPORT CARDS		
Grading Period Ends	Computer Submission by 8:00 AM	Report Cards Issued/Sent Home
10/11/2022 (Tues)	10/17/2022 (Mon)	10/21/2022 (Fri)
12/16/2022 (Fri)	1/3/2023 (Tues)	1/6/2023 (Fri)
3/9/2023 (Thurs)	3/20/2023 (Mon)	3/24/2023 (Fri)
5/24/2023 (Wed)	K-8...5/19/2023 (Fri)	K-5...5/24/2023(Wed) sent home with student and 6-8 mailed home on 5/26/2023
	9-12...5/26/2023 (Fri) by 4:00 PM	9-12...6/2/2023 (Fri) Mailed Home

First Nine Weeks	8/16/2022-10/11/2022	Third Nine Weeks	1/4/2023-3/9/2023
Second Nine Weeks	10/18/2022-12/16/2022	Fourth Nine Weeks	3/20/2023-5/24/2023

Roles and Responsibilities

- ❑ Student
 - ❑ To give full effort in class daily and in completion of all assignments.
 - ❑ To complete assigned work on time and return it to the teacher.
 - ❑ To plan time on task effectively while completing long-term assignments/projects to ensure they will be completed and turned in on time.
 - ❑ To communicate with the teacher when he/she does not understand concepts and/or is experiencing difficulty with an assignment prior to the due date.
 - ❑ Maintain academic integrity and honesty.
- ❑ Parent/Guardian
 - ❑ To establish a specific time, place, and manner for homework to be completed.
 - ❑ To provide the supplies and materials necessary to complete homework.
 - ❑ To monitor as needed, but do not do homework for the student.
 - ❑ To assist the student in planning a time on task schedule for long-term assignments/projects.
 - ❑ To monitor the Ascend Parent Portal and initiate communication with the teacher as concerns arise.
- ❑ Teacher
 - ❑ To provide meaningful tasks that enrich and supplement work introduced in class.
 - ❑ To provide feedback during class and on assignments and assessments as a best practice and important teaching tool.
 - ❑ To communicate homework assignments, both regular and long-range, in an appropriate framework.
 - ❑ To provide effective instruction prior to assignments that will be completed individually as well as homework to adequately prepare the student to complete the task independently and successfully.
 - ❑ To provide course requirements and expectations at the beginning of each grading period to students and parents.
 - ❑ To consider available resources, materials, and home situations when assigning a task.
 - ❑ To review and return completed work to students in a timely manner.
 - ❑ Teachers are required to update their electronic gradebook on a weekly basis by Monday @ 8:00 AM. Grades WILL NOT be held to be entered all at once prior to the conclusion of each 3, 6, or 9 week grading period (or each grading period for elementary)..
 - ❑ It is an expectation that teachers will reteach and reassess content in which students are not understanding in order to promote mastery of learning objectives.
 - ❑ When giving individual tasks/questions on a graded assignment, teachers will ensure the assignment will consist of at least ten questions so that no task/question will count more than ten points.
- ❑ Administrator
 - ❑ Ensure all teachers are aware of and understand the Instructional, Grading, and Reporting Guidelines and sign the Teacher Acknowledgement in Appendix B.
 - ❑ Distribute and review the Eligibility and Grade Reporting calendar.
 - ❑ Monitor and support the implementation of the Instructional, Grading, and Reporting Guidelines.
 - ❑ Provide feedback to teachers concerning practices relating to Instructional, Grading, and Reporting Guidelines.

Appendix B: Teacher Acknowledgement

Bellville Independent School District Instructional, Grading, and Reporting Guidelines Teacher Acknowledgement Form

My signature acknowledges that I have read the 2022-23 Bellville ISD Instructional, Grading, and Reporting Guidelines and will abide by the standards, policies and procedures defined or referenced herein. I am aware that the Instructional, Grading, and Reporting Guidelines will be available to me online at the district's website at www.bellvilleisd.org and will be communicated with and available to all students and their families.

I understand that changes in District policies may supersede, modify, or eliminate the information summarized in this regulation. As Bellville ISD provides updated policy or procedures information, I accept responsibility for reading and abiding by the changes.

Print Name

Signature

Campus/Department

Date