

# Sherman ISD

## Grading Guidelines

2021-2022



**#BuildingBearcats**

*It's In Everything We Say and In Everything We Do*

### **Superintendent of Schools**

Dr. David Hicks

### **Board of Trustees**

Adam Cernero, Hillary Clark, Tim Millerick, Brad Morgan, Chanel Stiggers, Wendy Velotti, Anna Wylie

### **Grading Guidelines Advisory**

Input for decisions on Grading Practices in Sherman ISD was received from the following:  
Assistant Superintendents, Principals, Directors, District SPED/504 and ESL Coordinators, Grade Level and  
Secondary Department Lead Teachers, Parents, and Students

### **Statement of Purpose**

This document provides students, parents, educators, and community members information on current policies and practices related to grading in Sherman ISD. There is not a single grading program or practice that is perfect. The purpose of grading is to provide information on student progress toward mastery. Our goal in Sherman ISD is to provide accurate and timely information to students and parents about the level to which the student is mastering the standards and expectations of the courses or classes in which he or she is being taught. There can be small variations in grading practices across campuses that are the result of different assignments or activities. This guide offers the overarching expectations of grading that are consistent throughout the district.

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## 2021-22 ELEMENTARY Grade Reporting Calendar

1<sup>st</sup> Nine Weeks: Aug. 18 - Oct. 15 40 days

Type of Report	Last day of Reporting Period	Grades Distributed/Sent Home (Progress Report or Report Card)
Progress Report	09/03/2021	09/10/2021
Report Card	10/15/2021	10/22/2021

2<sup>nd</sup> Nine Weeks: Oct. 18. - Dec. 16 40 Days

Type of Report	Last day of Reporting Period	Grades Distributed/Sent Home (Progress Report or Report Card)
Progress Report	11/12/2021	11/19/2021
Report Card	12/17/2021	01/14/2022

3<sup>rd</sup> Nine Weeks: Jan. 4 - Mar. 11 46 Days

Type of Report	Last day of Reporting Period	Grades Distributed/Sent Home (Progress Report or Report Card)
Progress Report	02/04/2022	02/11/2022
Report Card	03/11/2022	03/25/2022

4<sup>th</sup> Nine Weeks: Mar. 23 - May 25 44 Days

Type	Last day of Reporting Period	Grades Distributed/Sent Home (Progress Report or Report Card)
Progress Report	04/14/2022	04/22/2022
Report Card	05/25/2022	05/27/2022

## 2021-22 SECONDARY Grade Reporting Calendar

1<sup>st</sup> Nine Weeks: Aug. 18 – Oct. 15 40 days

Type	Last day of Reporting Period	Grades Distributed/Sent Home (Progress Report or Report Card)
Progress Report	09/03/2021	09/10/2021
Progress Report	09/24/2021	10/07/2021
Report Card	10/15/2021	10/22/2021

2<sup>nd</sup> Nine Weeks: Oct. 18 - Dec. 16 40 Days

Type	Last day of Reporting Period	Grades Distributed/Sent Home (Progress Report or Report Card)
Progress Report	11/05/2021	11/12/2021
Progress Report	12/03/2021	12/10/2021
Report Card	12/17/2021	01/07/2022

3<sup>rd</sup> Nine Weeks: Jan. 04 - Mar. 11 46 Days

Type	Last day of Reporting Period	Grades Distributed/Sent Home (Progress Report or Report Card)
Progress Report	01/21/2022	01/28/2022
Progress Report	02/11/2022	02/18/2022
Report Card	03/11/2022	03/25/2022

4<sup>th</sup> Nine Weeks: Mar. 23 - May 25 44 Days

Type	Last day of Reporting Period	Grades Distributed/Sent Home (Progress Report or Report Card)
Progress Report	04/08/2022	04/15/2022
Progress Report	05/06/2022	05/13/2022
Report Card	05/25/2022	05/27/2022

## General Information

### Campus Contact Information:

Douglass EC - (903) 891-6545

Perrin EC - (903) 891-6680

Crutchfield Elem - (903) 891-6565

Dillingham Elem - (903) 891-6495

Fairview Elem - (903) 891-6580

Neblett Elem - (903) 891-6670

Sory Elem - (903) 891-6650

Wakefield Elem - (903) 891-6595

Washington Elem - (903) 891-6700

Piner Middle School - (903) 891-6470

Sherman Middle School - (903) 891-8940

Sherman High School - (903) 891-6440

Jefferson Learning Center - (903) 891-6610

## Overview

As students are evaluated on progress towards mastery of skills and concepts as identified through the Texas Essential Knowledge and Skills (TEKS) as outlined in the Sherman Independent School District's curriculum, teachers will use a variety of indicators to monitor and assess progress on the learning continuum. Indicators may include any or all of the following:

Teacher observations based on specified criteria	Homework
Class discussions and participation	Book reviews/reports
Oral interviews and presentations	Teacher-made assessments
Projects	Research projects
Demonstrations	Istation and ISIP growth and practice
Checklists	Measures of Academic Progress (MAP assessment)
Cooperative learning groups	Unit, semester and/or benchmark assessments or exams
Daily practice	TELPAS
Compositions	STAAR

The above list indicates a variety of assessment options. It is not comprehensive. However, any indicator used that is not found above must meet the criteria of being aligned to the TEKS. It is not required that grades be assigned every time progress is assessed and feedback is given.

*Note: This document reflects district and campus expectations. A principal must propose any revisions or exceptions to these guidelines and submit the request to the Directors of Elementary or Secondary Education prior to the beginning of the school year. Students' grades shall reflect mastery of District objectives. Teachers shall follow District-approved grading guidelines that have been designed to reflect each student's academic achievement for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board of Trustees determines that the grade was arbitrary, or contains an error, or that the teacher did not follow the District's grading guidelines. Board Policies EI (LEGAL/LOCAL), EIA (LEGAL/LOCAL), and EIA (LEGAL/LOCAL) Elementary and Secondary Grading Guidelines.*

## Roles and Responsibilities

The quote, “It takes a village to raise a child,” is as true today as ever. Each stakeholder in Sherman ISD has a part in helping to develop each student to meet the goals of our Graduate Profile. When we all work together and do our part, our students and our community thrive. The chart below will identify some of the major roles/responsibilities of the stakeholders in regard to assisting students to meet or exceed grade level requirements from Pre-K through high school graduation.

<p style="text-align: center;"><b>TEACHER</b></p> <ul style="list-style-type: none"> <li>* Instruction, assessment, and grades all are aligned to the TEKS</li> <li>* Assist students in need through tutorials and RtI activities</li> <li>* Communicate student progress with students, parents and administrators</li> <li>* Seek help when needed</li> <li>* Follow the grading guidelines</li> <li>* Follow the District’s Scope and Sequence</li> <li>* Utilize high-leverage instructional practices</li> <li>* Remain current with gradebook entries</li> <li>* Participate in PLCs to discuss data driven instruction and follow up with action steps to improve student achievement</li> <li>* Follow student I.E.P., 504, LEP</li> <li>* Utilize classroom management practices that ensure a safe and risk-free learning environment</li> </ul>	<p style="text-align: center;"><b>ADMINISTRATORS</b></p> <ul style="list-style-type: none"> <li>* Conduct weekly classroom visits to ensure instruction and assessments are aligned to the TEKS</li> <li>* Participate in PLCs to discuss data driven instruction</li> <li>* Monitor gradebook and hold teachers accountable to SISD grading guidelines</li> <li>* Assist teachers with training and resources to fully implement the TEKS</li> <li>* Ensure appropriate interventions and policies are in place and fully implemented to assist students at-risk of academic or behavioral failure</li> <li>* Communicate campus and district performance on local, state, and national assessments</li> <li>* Develop and implement improvement goals and strategies for underperforming groups or content areas</li> </ul>
<p style="text-align: center;"><b>PARENT/GUARDIAN</b></p> <ul style="list-style-type: none"> <li>* Hold student accountable for attendance, behavior, and homework</li> <li>* Designate a time and location for homework</li> <li>* Support student in reading for pleasure at least 20 minutes per day</li> <li>* Ask student specific questions about what they are learning</li> <li>* Keep up-to-date on gradebook entries</li> <li>* Contact teacher with questions or concerns</li> <li>* Attend conferences, programs, and other school events as often as possible</li> </ul>	<p style="text-align: center;"><b>STUDENT</b></p> <ul style="list-style-type: none"> <li>* Be present in body and mind</li> <li>* Participate fully in the learning process</li> <li>* Ask questions when you need help</li> <li>* Do the work assigned to the best of your ability</li> <li>* Attend tutorials as needed</li> <li>* Demonstrate your best work on all assessments</li> <li>* Read at least 20 minutes each night for pleasure</li> <li>* Follow behavioral expectations</li> <li>* Participate in goal setting and attainment</li> </ul>

## **Academic Achievement: Retention and Promotion and Curriculum Mastery**

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment (if applicable), and any other necessary academic information as determined by the district. Expectations and standards for promotion shall be established for each grade level, content area, and course. [See District Policy EIE(Local) and EIE(Legal)].

## **Awarding Class Credit - Mastery of Objectives**

Student academic achievement shall be based upon the degree of mastery of the objectives which reflect the Texas Essential Knowledge and Skills (TEKS). · In order to be awarded credit in a course or subject, a student must have the following:

- A yearly average grade of 70 or higher on a 100 point scale (grades 3-12)
- Required Attendance in accordance with state law. A student may not be given credit for a class unless the student is in attendance for at least 90% of the days the class is offered.

Attendance is subject to guidelines from the district on what is considered excused and unexcused absences. Please contact the campus attendance office if you have questions about your child's attendance and/or credits.

Sherman High School students may have two college visit days their junior year and two their senior year. It is recommended that students obtain prior approval from their grade-level counselor/administrator and a letter from the college or university verifying the visit.

## **Grade Reporting**

### **Progress Reports**

The purpose of the progress report is to inform students, parents/guardians, and campus administrators regarding a student's progress in a subject area, specific course, attendance, and in conduct/work habits. The progress report reflects both satisfactory and unsatisfactory student progress.

- All elementary students will receive a progress report at the mid-point of the nine-week period. Reports are sent home with the student.
- All secondary students will receive a progress report at the third and sixth week point of the nine-week period. Progress reports are sent electronically. Parents may request a paper copy.

Parents will be contacted if the student is in danger of failing at the progress reporting period or if there is a significant drop in grades.

If a student's grade falls below 75 or is a DN (PK-2) after the midpoint of a grading period, every effort will be made to contact the parent/guardian by phone or in writing.

## **Report Cards**

The report card is a communication tool for parents/guardians and students. Report cards provide information regarding academic progress as well as attendance information. Report cards will be managed according to the following guidelines:

- Report cards are computer generated for grades PreK - 12th.
- Report cards are issued once at the end of each grading period. Both elementary and secondary campuses follow a nine-week grading period.
- PreK, Kindergarten, and First grade report cards are sent home with the students each nine weeks. Student-delivered report cards require a parent/guardian signature.
- Students in Grades PK-2 will receive a Standards-Based Report Card.
- Report cards for Grades 3-12 are sent electronically. We highly recommend parents view student grades through the Parent Portal.
- Report cards for students in the Dual Language and Spanish Immersion Programs will be the same as those for all students in SISD; however, additional reports addressing first and second language acquisition will be provided to parents periodically by teachers in these programs.

## **Academic Integrity**

Academic dishonesty as defined in SISD Board Policy EIA (LEGAL/LOCAL). Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests, possible loss of credit, and disciplinary penalties in accordance with the campus discipline system. Academic dishonesty includes cheating or copying the work of another student, plagiarism of any kind, including the use of electronic media, and unauthorized communication between students during an assessment. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising employee, taking into consideration written materials, observation, or information from students.

Behaviors defined as cheating include, but are not limited to:

- Giving or receiving information, looking on someone else's work, or allowing someone else to see one's work during an exam, test or quiz.
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key.
- Use of unauthorized resources such as notes, cell phones, or other electronic devices during an exam.
- Taking an exam, producing a project, paper or assignment for another student or asking someone to take an exam or produce a project, paper or assignment for an individual.
- Copying work assigned to be done independently or letting others copy one's work.

Behaviors defined as plagiarism include, but are not limited to

- Any misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, electronic media, and other similar works.
- Paraphrasing another's work as one's own without proper citation. Academic dishonesty may result in academic and behavioral consequences.

# ELEMENTARY GRADING GUIDELINES

## PRE-K THROUGH SECOND GRADE STANDARDS-BASED REPORT CARD GUIDELINES

The Sherman ISD standards-based report card (SBRC) for students in pre-kindergarten through second grade is used as a tool to communicate to parents and other stakeholders progress toward grade level expectations for reading, writing, math, science, social studies, and behavior. The ultimate goal is to help each child reach his/her potential. The best opportunity to realize our goal for students occurs when the school and family work together as a team to support students in their learning goals. Therefore, parent-teacher conferences are highly encouraged to review the specific details and student progress on the SBRC and rubric.

Each content area is a reflection of the academic and social skills that are outlined in the state standards (TEKS). Skills taught each nine weeks within the content areas of the report card were determined by the TEKS and the SISD Scope and Sequence. Each indicator will show a student's current achievement level, rather than an average. The indicators provide a better tool for parents to use in understanding their child's progress in relation to the TEKS. Ongoing teacher observations (anecdotal notes/records) will assist the teacher in the completion of the report card for each marking period. The "grade level expectation" is the end of year goal. Students should demonstrate progress toward the "grade level expectation" throughout the school year as shown on each nine-week report card.

Students will receive a report card each nine weeks with a progress report at each mid-point. The report card has the following key to assist parents/stakeholders with understanding their student's academic and social skill progress:

- DN = Does not yet meet grade level standards
- AP = Approaching end of year grade level standard
- MS = Meets end-of-year grade-level standard
- \* = Has not yet been introduced

### Other Assessment Areas

STUDENT WORK HABITS			
O=Outstanding	S = Satisfactory	N = Needs Improvement	U= Unsatisfactory
I can follow directions.			
I can work independently, complete work, and stay on task.			
I can organize myself, my materials, and my belongings.			
I can participate appropriately in group activities.			
I can respect adults, peers, and school property.			
I can take risks to attempt new tasks.			
I can listen attentively without interrupting.			
I can make appropriate transitions between activities.			
I can accept consequences for personal actions.			
I can demonstrate creativity and innovation while developing digital products.			

## Number of Grades

Students should receive at minimum a weekly formative assessment grade per subject area and a minimum of three summative assessment grades per nine-week period in each of the following areas:

Reading	Math
Spelling/Word Work	Science
Writing/Grammar	Social Studies

## Re-Teaching, Remediating, and Intervention

Students who are failing or are not yet meeting grade level standards shall receive additional support from the classroom teacher in the form of small group instruction with a mini-lesson and an opportunity to correct or re-do assignments or tests.

Teachers should keep in mind the individual needs of the learner, i.e. ESL, Dyslexia, etc., to ensure appropriate instructional strategies are utilized. In addition, if a pattern of failure is recognized and assessments validate this claim, the classroom teacher should complete a request for an RtI committee to look over the evidence of learning and determine if Tier 2 support is necessary. If a student is receiving Tier 2 or Tier 3 support, please follow guidelines stated in the SISD RtI Manual.

## Additional Programs/Support

Assessment/Evaluation data is used to determine additional programs or support needed to meet the needs of learners. Prior to programs/supports, parents are contacted, meetings are held, and appropriate consent or authorization is secured. Not all students qualify and/or will receive an additional program or support.

Tier 2 Intervention- (reading, math, behavior)	Resource
Tier 3 Intervention- (reading, math, behavior)	Speech
ESL- English as a Second Language	Tutoring
Bilingual	Dyslexia Services
GT- Challenge	504 Plan

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# GRADING GUIDELINES FOR GRADES 3-5

The grading system for students in Sherman ISD in 3rd-5th grade core courses will be as follows:

- 100-90= A - Advanced Performance
- 89-80= B - Meets Grade Level Proficiency Standard
- 79-70= C - Approaching Grade Level Proficiency Standard
- 69-0 = F - Failing to Meet Grade Level Standard

In all courses/grades, other areas of study such as art, music, physical education, work habits, and social behavior, student progress is marked as follows:

- O = Outstanding – Demonstrated above standard consistently
- S = Satisfactory – Demonstrated at standard consistently
- N = Needs Improvement – Performed slightly below expectations but with continuous progress
- U = Unsatisfactory – Performed consistently below expectations

## Assignment of Nine Weeks Grades for 3rd-5th Grade

The assignment of a grade in a particular content area should reflect a student's mastery of the skills and content of the course. Nine weeks' grades shall be assigned according to the following criteria:

1. Sixty percent (60%) of a grade shall be based on **summative** criteria: Unit assessments, tests, projects, and presentations, or any other assessment done at the completion of an instructional unit. Before a summative grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concept being evaluated. This process includes using appropriate checks for understanding, guided practice, and independent practice with specific feedback. Major or long-term projects should be closely monitored with two or three formative grades at set intervals prior to the summative grade. There shall be a minimum of 3 summative grades per nine-week period.

2. Forty percent (40%) of a grade shall be based on **formative** activities: Class work, daily assignments, and quizzes, or any other assessment done during an instructional unit. These grades shall be a balanced representation of the types of work completed during the course of the nine-weeks grading period.

## Number of Grades

There shall be a minimum of 12 FORMATIVE GRADES per nine-week grading period.

See below for Reading/Language Arts requirements.

Reading/Language Arts grade should be divided into three sections:

1. Reading - Forty percent (40%) of the Language Arts grade shall be based on reading
2. Writing- Forty percent (40%) of the Language Arts grade shall be based on writing composition
3. Spelling/Word Work - Twenty percent (20%) of the Language Arts grade shall be based on spelling, grammar, and word work.

Example of Possible Reading / Language Arts Grading:

<u>READING</u>	<u>WRITING</u>	<u>SPELLING/WORD WORK</u>
100%	60%	40%
↓	↓	↓
3 Summative Grades		
+	3 Writing Composition grades and 6 Spelling/Word Work	
6 Formative Grades		
<hr/>	<hr/>	
9 Total Reading Grades	9 Total Writing AND Spelling/word Work Grades	
↘	↙	
18 TOTAL READING / LANGUAGE ARTS GRADES		

There shall be a minimum of three SUMMATIVE GRADES per nine-week grading period for **each** reading and language arts.

- A minimum of three (3) summative grades from Language Arts
- A minimum of three (2) summative grades *specifically* from reading per nine-week period

There shall be a minimum of six FORMATIVE GRADES per nine-week grading period for each reading and language arts.

- A minimum of three (3) formative grades from Language Arts
- A minimum of three (3) formative grades specifically from reading per nine-week period

Language Arts activities and assessments that cover science and social studies TEKS in the SISD Scope and Sequence may be used for both content area grades. For example, if a student writes a persuasive argument on the importance of recycling/reusing, it may be included in the grade for both writing and science.

### **Other Grading Information**

- Art, music, and physical education classes shall not take classroom behavior into account for the curriculum grade, but should instead, be noted in the social/behavioral component of the report card.
- Formative assessments should be evaluated in a timely manner and used as a method to provide students with specific feedback on their performance of the assigned task.
- Homework should only be assigned to reinforce previously taught skills and concepts with feedback provided.
- Grades (and all portions of grades) shall not be awarded or reduced for any non-academic activities such as compliance grades (or points) for returning a report card, incomplete paper headings, etc...
- A grade of 69 should receive additional scrutiny for all students and be reconsidered for recording as a 70 for the nine-week period.
- Students receiving a grade below 80 on a summative assessment shall have an opportunity to receive additional instruction followed by one chance to retest on the missed concepts/skills for a maximum grade of 80.
- An NG (No Grade) will be issued for any of the following:
  - (1) Non-attendance in class and the student needs to make up an assignment or assessment.
  - (2) No assignments turned in. This will change to a zero (0) at the semester.
  - (3) Enrolling the last 15 days of the grading period without grades from the previous school.
  - (4) Withdrawing prior to the end of the grading period.

Note: If a student withdraws in the last two weeks of a grade period and has at least two summative grades and five formative grades, a grade shall be given.

- Any designation of Incomplete (I) shall be converted to a grade within the first three weeks of the new quarter or 15 weekdays at the end of the year.

# SECONDARY GRADING GUIDELINES

## Secondary (6-12) Grading and Reporting Procedures

Students are graded at all levels based on mastery of the Texas Essential Knowledge and Skills for the specific courses and/or grade levels. Mastery shall be determined as follows:

- Course assignments and unit evaluations shall be given to determine student grades in each subject.
- An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills shall be validated by the following assessments: unit exams, nine-week assessments, quizzes, common assessments, teacher-created exams, and final exams. Exams may be administered separately.
- Mastery of at least 70 percent of the objectives shall be required.

**General Grading Scale:** All SISD Secondary Campuses grade student work on a 100 point scale. The grade scale is as follows:

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 0-69 = F

### Calculations for Grade Reporting

1 <sup>st</sup> Nine Week Average (3/7 of Semester Average)	2 <sup>nd</sup> Nine Week Average (3/7 of Semester Average)	Semester Exam (1/7 of Semester Average)	1 <sup>st</sup> Semester Grade
78	84	85	82
3 <sup>rd</sup> Nine Week Average (3/7 of Semester Average)	4 <sup>th</sup> Nine Week Average (3/7 of Semester Average)	Semester/Final Exam (1/7 of Semester Average)	2 <sup>nd</sup> Semester Average
80	82	86	82
		Final Grade = <u>Sem 1 Avg + Sem 2</u> <u>Avg</u>	82

## Promotion guidelines for grades 6-12

Grades 6 – 8 - To be promoted from grade six to grade seven, from grade seven to grade eight, and from grade eight to grade nine, students must meet ALL of the following criteria:

- Earn a yearly average of 70 or above in each of the subjects of English/ELAR, mathematics, science, and social studies.
- Earn an overall average of 70 when all subjects (core and electives) taken are averaged together.
- Meet the 90 percent state-mandated requirement for attendance. State law mandates that a student in any grade level from kindergarten through grade 12 may not be given class credit or a final course grade unless the student is in attendance for at least 90% of the time the class is offered.

## Required Accelerated Instruction

Prior to the 2021-2022 school year, a student in grades 5 and 8 could advance to the next grade level only by meeting the above requirements AND passing state required (STAAR) tests. A unanimous decision that determined the student is likely to perform at grade level after additional instruction could have been made by a student's Grade Placement Committee also allowing for promotion.

TEA and the Texas State Legislature made some changes for this school year contained in **House Bill 4545**. For the 2021-2022 school year and possibly beyond:

If a student does not pass a required STAAR test in grades 3, 5, and 8, that student will no longer be subject to re-testing or retention. Instead, an Accelerated Learning Committee must meet to develop an accelerated instruction plan and provide this instruction after testing (e.g. summer school or the following school year).

The instruction must be done according to the following:

- Be done using high-quality instructional materials.
- Be done by a teacher trained in the use of those materials.
- Be done at a ratio no higher than 3 students per 1 teacher unless waived in writing by the parent.

The accelerated instruction must occur weekly for a minimum of 30 minutes for each area that a student failed to perform satisfactorily (*approaches grade level*) the state's STAAR assessment. The total time a student must be in accelerated instruction is a minimum of 30 hours in each subject area that the student failed to perform satisfactorily on the state's STAAR assessment.

More information can be found at the following link:

<https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/house-bill-4545-implementation-overview>

## Grading Categories

All secondary campuses use a Formative / Summative split for grade categories for all assignments and assessments:

Formative Grades are earned during an instructional unit to identify student strengths and weaknesses.

Summative Grades are earned at the end of an instructional unit to evaluate student learning.

Campus splits: The percentage weighting of grade categories by campus:

Piner Middle School - Formative 40% / Summative 60% of a student's reported grade

Sherman Middle School - Formative 40% / Summative 60% of a student's reported grade

Sherman High School – Formative 40% / Summative 60% of a student's reported grade

Jefferson Learning Center – Students at Jefferson use an online learning system that has built in grading parameters

## Minimum and Maximum Grade Points

All secondary campuses use a 0-100 point scale. There is not a minimum grade for failing work. Sherman ISD believes all students should have an opportunity to demonstrate mastery of the skills and content taught during each unit. This is the reason SISD encourages teachers to align their grading with the growth and improvement observed in each student.

Sherman ISD does not support the use of “extra credit” grading or grades being awarded for non-academic activities.

Additional specifics about Maximum and Minimum Grades:

1. No single Summative assessment grade may count more than 33% of the total average. It should be noted, however, that some major projects may comprise more than one assignment.
2. Calculated averages reported on progress reports or report cards may not exceed 100%.
3. Teachers are not required to give a minimum grade on an assignment that does not reflect the quality or mastery level of the student's work.

## Minimum Number of Grades entered in gradebooks for a 9 week grading period

Each campus has a requirement for teachers to have a certain number of grades recorded in the gradebook in order to provide feedback on progress toward mastery.

Piner Middle School – Formative – 9 grades / Summative – 3 grades

Sherman Middle School – Formative – 9 grades / Summative – 3 grades

Sherman High School – Formative - 9 grades / Summative - 3 grades

Jefferson Learning Clinic – Students at Jefferson use an online learning system that monitors individual student progress and grades work and assessments on an individual basis

\*Teachers are required to enter at least **1 Formative grade per week** and **1 Summative grade per 3 weeks**

## Gradebook Notation

Teachers determine what category (Formative / Summative) in which an assignment will be placed. The gradebook will show the assignment, earned grade, and provide a running average.

There are other notations used by teachers in the gradebook:

I - Incomplete - Should a student have missing assignments, a teacher may enter an “I” for an incomplete grade. A grade of “I” is considered a failing grade for UIL eligibility purposes.

NG- No Grade - A teacher may choose to not count an assignment for an individual student or an entire class. If that is done, an “NG” is entered in the gradebook to indicate No Grade will be taken.

Any blanks in a gradebook will convert to an “NG” once a gradebook is finalized. This will change the amount of grades used for average calculation and will therefore impact GPA and possibly class rank for high school students.

## Incomplete Grades

A student receiving an incomplete and/or a zero for a 9 weeks grade has one week to convert the incomplete grade to an earned grade. In unusual cases, where the student has missed a large quantity of work, the time may be extended. The teacher must communicate to the student and parent/guardian, the nature of the outstanding work and the time limitation for completing the work (UIL required).

## Communication

To ensure that parents receive the most up-to-date academic progress of their child, grade 6-12 teachers will record weekly grades in the electronic gradebook by 8 a.m. the Monday of each new week.

## Grade Weighting by Course Level Designation - (High School Credit Courses)

Certain courses have a higher level of content and/or rigor. Because of the challenging nature of these courses, additional grade points are given on student grade averaging. The following table shows the additional points or weighting of these courses.

*For students in the graduating classes of 2021 and 2022*

Honors, Pre- Advanced Placement (Pre-AP), and Dual Credit	+5		Advanced Placement (AP)	+10
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*For students beginning with the graduating class of 2023*

Courses will be designated as Tier I, Tier II, and Tier III. The Weighted Grade Conversion Chart is below

### **Tier I Courses**

Eligible and designated Advanced Placement (AP) and Dual Credit (DC) courses

### **Tier II Courses**

Eligible Advanced Academic courses and other courses locally designated as advanced, excluding AP and dual credit courses, shall be categorized and weighted as Tier II courses.

### **Tier III Courses**

All other eligible courses

Weighted Grade Points Conversion Table

Grade	Tier I	Tier II	Tier III		Grade	Tier I	Tier II	Tier III
100	5.0	4.5	4.0		81	3.1	2.6	2.1
99	4.9	4.4	3.9		80	3.0	2.5	2.0
98	4.8	4.3	3.8		79	2.9	2.4	1.9
97	4.7	4.2	3.7		78	2.8	2.3	1.8
96	4.6	4.1	3.6		77	2.7	2.2	1.7
95	4.5	4.0	3.5		76	2.6	2.1	1.6
94	4.4	3.9	3.4		75	2.5	2.0	1.5
93	4.3	3.8	3.3		74	2.4	1.9	1.4
92	4.2	3.7	3.2		73	2.3	1.8	1.3
91	4.1	3.6	3.1		72	2.2	1.7	1.2
90	4.0	3.5	3.0		71	2.1	1.6	1.1
89	3.9	3.4	2.9		70	2.0	1.5	1.0
88	3.8	3.3	2.8		Below 70	0	0	0
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					

For additional information: See SISD Board Policy EIC (LOCAL)

A student who transfers to a higher level class after the first nine weeks is not eligible to earn weighted points for the first semester. In order to receive weighted points at the semester for a weighted course, the student must be enrolled in the advanced course for the entire semester and fulfill all requirements for the course.

Conversely, a student who drops down from an advanced course to a lower level course prior to the end of a semester is only eligible to have weighted points for the time they were in the advanced course.

# SHERMAN HIGH SCHOOL WEIGHTED COURSES for graduating classes of 2021, 2022

<b>English</b>	<b>Wt</b>	<b>Math</b>	<b>Wt</b>	<b>Science</b>	<b>Wt</b>	<b>Social Studies</b>	<b>Wt</b>	<b>Fine Arts</b>	<b>Wt</b>
Pre-AP English 1	+5	Pre-AP Algebra 1	+5	Pre-AP Biology	+5	Pre-AP World Geography	+5	Pre AP Art 1	+5
G/T Humanities1/Pre-AP English 1	+5	Pre-AP Geometry	+5	AP Biology	+5	AP Human Geography	+10	Pre-AP Art 2 - Drawing & Painting	+5
Pre-AP English 2	+5	Pre-AP Algebra 2	+5	College Biology	+5	AP European History	+10	Pre-AP Art 3 - Drawing & Painting	+5
G/T Pre-AP English 2	+5	Pre-AP Pre-Calculus	+5	Pre-AP Chemistry	+5	AP World History	+10	Pre AP Art 4 - Drawing & Painting	+5
AP English 3 - Lang. & Comp.	+10	College Algebra 1314	+5	AP Chemistry	+10	G/T AP World History	+10	AP Studio Art - Drawing Portfolio	+10
G/T AP English 3 - Lang. & Comp.	+10	College Statistics 1342	+5	AP Physics 1	+10	G/T Humanities 2 / AP World History	+10	AP Studio Art 2D - Design Portfolio	+10
College English 1301 & 1302	+5	AP Statistics	+10	AP Physics 2	+10	AP U.S. History	+10	AP Art 3D - Design Portfolio	+10
College English 2327 & 2328		AP Calculus AB	+10	AP Physics C - Mechanics	+10	G/T AP U.S. History	+10	AP Art History	+10
AP English 4 - Lit. & Comp.	+10	AP Calculus BC	+10	AP Physics C - Elect. & Mag.	+10	College U.S. History 1301 & 1302	+5	AP Music Theory 1	+10
G/T AP English 4 - Lit. & Comp.	+10	AP Computer Science	+10	AP Environ. Science	+10	College Federal Government 2305	+5		

LOTE	Wt	LOTE	Wt			Social Studies continued	Wt	Technology - Math	Wt
Pre-AP Spanish 1	+5	Pre-AP French 2	+5			AP U.S. Government & Politics	+10	AP Computer Science - Principles	+10
Pre-AP Spanish 2	+5	Pre-AP French 3	+5			College Economics	+10	AP Computer Science A	+10
Pre-AP Spanish 3	+5	AP French 4	+10			AP Macroeconomics	+10	Technology - Math	Wt
AP Spanish 4 - Language & Culture	+10	Pre-AP Latin 2	+5			AP Psychology	+10	AP Computer Science	+10
AP Spanish 5 -Literature	+10	Pre-AP Latin 3	+5						
		AP Latin 4	+10						

## HIGH SCHOOL CREDIT COURSES AT Middle School Level

### 8th Grade Options

SISD Middle Schools offer six courses in the eighth grade for high school credit. Students must be able to perform at the academic level required of high school students. Since these are high school credit courses, the following are required:

1. A semester final examination is required which counts one-seventh of the final semester grade.
2. The semester grades are recorded on the student's high school transcript.
3. The final semester grades are used in computing the student's high school GPA and determining class rank at graduation.
4. Counselor approval is required for high school credit courses taken at the middle school.

<b>Advanced Academic ALGEBRA I</b>	<b>PRINCIPLES OF HOSPITALITY &amp; TOURISM</b>
<b>Advanced Academic SPANISH I</b>	<b>PRINCIPLES OF INFO. TECHNOLOGY</b>
<b>Advanced Academic SPANISH I AND II FOR NATIVE SPANISH SPEAKERS</b>	<b>PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, and COMMUNICATIONS</b>
<b>Course options are subject to change prior to the year starting</b>	

*\* Advanced Academic Algebra I and Spanish I are weighted courses that have additional grade points calculated into the high school Grade Point Average.*

### Dropping from an Advanced Course due to poor academic performance

Students may request to exit from an advanced course no matter their grade at the end of the first 9 weeks. The request must be submitted to the counseling office no later than one week BEFORE the last day of the first 9 weeks. There is no guarantee the student will be removed. Removal is at the discretion of administration. Pick up the necessary form (Level Change Request Form) in the counseling office.

## Secondary Alternative Grading System for AP, Dual Credit and Dual Enrollment

The instruction, grading, and assessment policies of AP, Dual Credit, and Dual Enrollment courses will be determined by the approved College Board syllabi and Dual Credit/Dual Enrollment articulation agreements, respectively.

### Late Work Grading

Teachers are required to accept late work within reason (discretion of campus administration). Students who miss deadlines for assignments are allowed to submit work, however, grade penalties may be imposed depending on the assignment. Examples of penalties are below:

Days Late	Percent of Grade Received by Student	Raw Score on the assignment	Adjusted Grade put in gradebook after penalty
1	80%	95	76
2	70%	85	64
3	60%	78	47

More than three late assignments during any one nine-week grading period may result in additional consequences.

### Make Up Work

Students shall be permitted to make up assignments and tests following any absence. All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension from school. For students at the secondary level, the district shall not impose a grade penalty for makeup work after an unexcused absence. (See District Policy EIAB Local) The following guidelines apply to make-up work:

- A student will be given as many days as he/she was absent to make up tests and other missed assignments.
- If a student does not complete the work assigned after the allotted number of days has passed, the actual grade of zero will be recorded in the grade book.
- Teachers are required to provide assignments prior to an absence, when requested by the student or parent. Please note: scheduled absences require principal approval with two weeks advance notice.
- Students should not be required on the day of returning to school to take a quiz or test that was announced during the student's absence.

### Homework

The purpose of homework is practice. Assigning and grading homework varies by campus, grade level, and/or department or subject area. Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner. Peer assessment is appropriate for revising and editing work, but peer grading for gradebook placement is prohibited

Middle Schools – Homework is assigned at teacher discretion. Grades may be taken for homework

Sherman High – It is an individual teacher's choice on assigning and grading homework. Teachers may require or allow students to re-do homework

Jefferson LC – It is an individual teacher's choice on assigning and grading homework

## **Re-Assessment (i.e. Re-Testing)**

All SISD secondary campuses have re-assessment and require a re-testing student to attend a re-teaching session prior to re-assessment. Using test corrections as a re-assessment is NOT supported in SISD..

Additional requirements for re-assessment:

- The re-assessment must occur within the same nine-week grading period except in the case of an end-of-grading period assessment, in which case the re-assessment should occur no later than one week after the grading period ends. In the case of end-of-grading period re-assessments, students must notify the teacher of a re-assessment request and the teacher must assign an Incomplete (I) until the re-assessment is complete.
- Students may receive the earned grade or a reduced grade due to re-assessment on any re-assessment over the content with a given grading period.
- Middle school students taking high school credit courses may have assignments that will be graded based on the weight assigned at the high school.
- Students in weighted courses (Advanced Academic, Dual Credit, AP) may be given the opportunity to retest on failed assessments.
- In the event the student fails both assessments, the higher of the two tests shall be recorded.

Campus specific guidelines for Re-Testing:

Middle Schools– Any student in grades 6-8 has 5 days to attend a re-teach and complete a re-assessment after receiving his/her grade on an assessment. Some situations may require teacher discretion.

Sherman High – If a student scores below a 70 on an assessment, the student is given the opportunity to be re-assessed. Individual teachers set up the re-teach and re-assessment.

Jefferson LC - Students at Jefferson use an online learning system that requires students to retest if they fail an assessment. The re-test can only be accessed after completing a series of re-teach activities.

## **UIL Eligibility and No Pass No Play - *Calendar located at the end of this document***

This is a state mandated program that requires students participating in school sanctioned extracurricular activities, governed by the University Interscholastic League (UIL), to have passing grades in all courses to maintain eligibility to participate.

Sherman ISD requires students to have a grade average of 70 or above in every class at each official UIL Eligibility Grade Check date in order to meet the requirement to participate. Students who have a grade of “I”, meaning an incomplete grade, at the time of an eligibility check are considered to be failing and therefore ineligible to participate under UIL guidelines.

There are certain courses that are approved for an exemption by the UIL due to their designation as an *honors* level course. These typically include Advanced Placement and International Baccalaureate courses or other courses locally designated that meet the requirements under Texas Administrative Code 74.30. In SISD, this includes all Advanced Academic (previously Pre-Advanced Placement), Dual Credit, and Advanced Placement courses under the *honors* designation, resulting in an exemption from No Pass No Play guidelines. Exemption in *honors* designated courses in SISD does NOT mean that any failing grade results in an exemption. Specifically, students enrolled in an *honors* designated course who receive a reported grade of 60-69 at a UIL checkpoint may receive an exemption and be eligible to continue to participate in the UIL activity.

Additional specifics related to UIL and No Pass No Play guidelines are located in the following link:

<https://www.uil-texas.org/policy/tea-uil-side-by-side/academic-requirements>

### **Transfer Grades and Transfer Credit**

Transfer Students Grade averages for any student transferring into Sherman ISD will be used in place of assignments, quizzes, and major grades that the student has missed during the current grading period. Students will be permitted to submit alternate assignments, quizzes, and major grades for any transferred grade. Teachers will use the grade that most benefits the student.

Students may enter an SISD secondary school already having earned credits elsewhere. To be awarded credit for the course being transferred, the course and grade earned must meet the following requirements:

1. A grade of 70 or above on a 100 point scale or a 2.0 or above on a 4 point scale
2. The course was taken through an accredited program or school. The accreditation must have come from the Southern Association of Colleges and Schools (SACS) or some other state recognized accreditation system
3. The course or courses must have a defined curriculum that aligns with the TEKS of a similar course in SISD.

The Transfer Credit grading scale:

1. On a 100 point scale - the numeric grade earned will be entered
2. On a letter scale - A = 95, B = 85, C = 75, D/F = 65
3. On a 4 point scale - A=4.0 so numeric grade will be: 95  
B=3.0-3.9 Grade will be recorded as an 80+the tenth (Ex. 3.3 = 83)  
C=2.0-2.9 Grade will be recorded as an 70+the tenth (Ex. 2.3 = 73)  
F=0.0-1.9 All failing grades will be recorded as a 60

### **Dual Credit Grades**

Certain courses offered at Sherman High School have an option for credit being earned for high school and college. Dual credit courses may follow the grading expectations of the college course. Each course will have a syllabus indicating how grades are earned for that course.

### **Exam Exemptions**

Juniors and Seniors may qualify for exemptions from final exams during both semesters of the school year if the following conditions exist:

- A minimum overall semester average of 80 (per class) and a minimum grade of 80 in the final grading period
  - Student shall not have more than 3 excused absences during the semester
  - Student shall not have any unexcused absences during the semester
  - Student shall have no more than 5 tardies in each class during the semester
  - No major infractions resulting in Reset, Choices, DAEP, Boot Camp, or JDC
  - Student must have no outstanding fines, fees, debts for SISD property or services
  - If the student elects to take the final examination, the examination grade shall be used to calculate the student's final grade for the semester only if the examination grade improves the final average.
  - If a student has an unexcused absence during the exam, the student forfeits the option to take advantage of exam exemption and will take the exam for credit.
- continued...

All exempt students must be in attendance for 2nd/5th period on the designated exam day(s) and must follow all school rules and teacher instructions. Any student who fails to attend 2nd/5th period on exam days will lose ALL exemptions that day and must take the course(s) final exams on the school's designated make-up day(s).  
NOTE: Dual-credit courses CANNOT be exempted

### **Credit by Exam Guidelines**

Students in SISD secondary schools may earn credit for courses by taking an exam that assesses mastery of the TEKS for that course. The assessments used for Credit by Exam testing in SISD are offered through the University of Texas at Austin and Texas Tech University. Information on the CBE options can be found at the following:

University of Texas - [https://highschool.utexas.edu/credit\\_by\\_exam](https://highschool.utexas.edu/credit_by_exam)

Texas Tech University - <https://www.depts.ttu.edu/k12/programs/testing/cbe/>

If a Student Has Previously Taken the Course - A student who has previously taken a course or subject – but did not receive credit for it – may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. A student in this circumstance is considered to have received *Prior Instruction*. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, home-schooling, or coursework by a student transferring from a non-accredited school. The counselor or principal will determine if the student is able to take the exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject. The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing the exam.

[For further information, visit your counselor and SISD Board Policy EHDB (LOCAL).]

If a Student Has Not Taken the Course - A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction or to accelerate to the next grade level. For locally administered exams, an application must be completed in order to request accelerated testing. No late applications will be accepted.

The dates on which acceleration exams are scheduled each school year include:

The last Friday in September (Kindergarten and New Enrollees only)

The Friday before Thanksgiving Break in November

The Friday before Winter Break in December (administered at the student's home campus)

The Friday before Spring Break in March (administered at the student's home campus)

The last day of Summer School in June (administered at the summer school campus)

## Summer Assignments Guidelines

The purpose of summer assignments is to review and reinforce previously taught skills and concepts. Summer assignments may be required to prepare students for the academic rigor they will experience during the school year. Summer Assignments may be used for:

- ANY COURSES in middle and high school (on-level or Advanced Academics -(Pre-AP), AP, Dual Credit).

\* Students must have access to required resources for summer assignments.

Any summer assignments will be due on the 10th day of class; after the 10th day, the late work policy will apply.

Students new to the district or who did not receive the summer assignment should be given the assignment on the first day of school and be allowed time to complete the work before the end of the fifth week of school.

## Grade Point Average (GPA) and Class Rank

Grade Point Average (GPA) and Class Rank are determined following SISD Board Policy EIC (Local).

All courses in SISD have a calculated course average that is posted in the gradebook. Running grade averages occur throughout grading periods for all students in all classes.

Please refer to SISD Board policy EIC (Local) for additional information regarding selection of valedictorian and salutatorian and early graduation rank in class.

## NOTES ON GPA AND RANK

Colleges and universities may develop their own procedures for interpreting grade and rank information. It is not uncommon for those institutions to recalculate the Grade Point Average based on an internal formula. For example, some institutions may only consider grades earned in core areas or may utilize a different weighting scale. Most colleges and universities ask for students to provide an unweighted GPA. Check with your prospective institution for more information.

HIGH SCHOOL COURSES AT MIDDLE SCHOOL - Courses taken for high school credit in middle school count for high school credit AND are calculated into the Grade Point Average (GPA) or class rank at high school. Some colleges and/or the National Collegiate Athletic Association (NCAA) may use these classes and the grades earned into consideration when making admission decisions. It is important that students and parents speak with a counselor before deciding to take high school level courses in middle school. It can allow for more course options in high school, but it can also create a hardship for students in their junior or senior year if the coursework in a content area becomes too difficult. Students must have a high aptitude in the subject plus a strong work ethic.

## UIL Eligibility Calendar 2021-2022

*This document is intended to bring clarity to the eligibility calendar for U.I.L participants. Specifically, be aware of the following issues:*

- *Grace periods for academic eligibility are seven (7) calendar days after the evaluation, with the exception of holidays.*
- *Academic Eligibility is determined from nine-week grades, not semester grades.*
- *After the 1<sup>st</sup> six weeks academic eligibility check, students may only lose academic eligibility at the nine weeks grading report.*
- *Students can regain academic eligibility at the three weeks progress reports, and at the nine weeks grading report.*
- *All students are academically eligible during the Thanksgiving, Christmas, and Spring Break holidays.*
- *Following Thanksgiving, Christmas, and Spring Break holidays, ineligible students return to being ineligible until the next grade check and grace period.*
- *All students are academically eligible through the summer.*

Friday	September	24	<b>First official eligibility grade check.</b> Check grades on all students involved in extracurricular programs. [End of 1st six week grading period]
Friday	October	1	<b>End of 7 Day Grace Period:</b> Students may <u>LOSE</u> eligibility at the close of the school day. [For exceptions refer to SISD Honors Courses Approved for Exemption for No Pass, No Play listing] Students may <u>GAIN</u> eligibility due to lack of credits if passing all courses.
Friday	October	15	<b>Official grade check for all students. [The end of the nine-week grading period.]</b> Check grades on all students involved in extracurricular programs.
Friday	October	22	<b>End of 7 Day Grace Period:</b> Students may <u>GAIN OR LOSE</u> eligibility at the close of the school day. Students that passed 1st nine weeks are eligible for the ENTIRE 2nd nine weeks.
Friday	November	5	Three-week grade check for ineligible students. Students must be passing ALL classes in order to regain eligibility.
Friday	November	12	<b>End of 7 Day Grace Period:</b> Ineligible students may gain eligibility at the close of the school day.
<i>THANKSGIVING BREAK - All students passing or failing are academically eligible from the close of school November 19, 2021, through the beginning of school November 29, 2021.</i>			
Friday	December	3	Three-week grade check for ineligible students. Students must be passing ALL classes in order to regain eligibility.
Friday	December	10	<b>End of 7 Day Grace Period:</b> Ineligible students may gain eligibility at the close of the school day.
Friday	December	17	<b>Official grade check for all students. [The end of the nine-week grading period.]</b> Check grades on all students involved in extracurricular programs.
<i>CHRISTMAS BREAK - All students passing or failing are academically eligible from the close of school December 17, 2021, through the beginning of school January 4, 2022.</i>			
Tuesday	January	4	Beginning of school after Christmas break
Tuesday	January	11	<b>End of 7 Day Grace Period:</b> Students may <u>GAIN OR LOSE</u> eligibility at the close of the school day. Students that passed 2nd nine weeks are eligible for the ENTIRE 3rd nine weeks.
Monday	January	24	Three-week grade check for ineligible students. Students must be passing ALL classes in order to regain eligibility.
Monday	January	31	Ineligible students may gain eligibility at the close of the school day.
Friday	February	11	Three-week grade check for ineligible students. Students must be passing ALL classes in order to regain eligibility.
Friday	February	18	Ineligible students may gain eligibility at the close of the school day.
Friday	March	11	<b>Official grade check for all students. [The end of the nine-week grading period.]</b> Ineligible students may gain eligibility at the close of the school day. Students that passed 3rd nine weeks are eligible for the ENTIRE 4th nine weeks.
<i>SPRING BREAK - All students passing or failing are academically eligible from the close of school March 11, 2021 through the beginning of school March 23, 2022.</i>			
Wednesday	March	30	<b>End of 7 Day Grace Period:</b> Ineligible students may gain eligibility at the close of the school day.
Friday	April	8	Three-week grade check for ineligible students. Students must be passing ALL classes in order to regain eligibility.
Friday	April	15	<b>End of 7 Day Grace Period:</b> Ineligible students may gain eligibility at the close of the school day.
Monday	May	2	Three-week grade check for ineligible students. Students must be passing ALL classes in order to regain eligibility.
Monday	May	9	<b>End of 7 Day Grace Period:</b> Ineligible students may gain eligibility at the close of the school day.
Wednesday	May	25	<b>End of the fourth nine-weeks grading period. End of the school year.</b>

Reviewed by Dr. Mark Cousins, Director of Eligibility and Education, April 8, 2021