



Grading Administrative Regulations for Reporting Student Progress



Commander William C. McCool Academy

The primary purpose of grades is to measure and communicate what a student knows, understands, and can do as a result of the student's learning; a secondary purpose for grades is to provide teachers with information for instructional planning. At Commander William C. McCool Academy, our mission is to develop life-long learners to be innovative and excel at collaboration, complex critical thinking, and communication as this is communicated through our learning outcomes; Knowledge and Thinking, Agency, Oral Communication, Written Communication, and Collaboration. Echo is the gradebook and learning management system we will utilize at McCool Academy to support our project-based teaching model as our grading system to communicate the five learning outcomes to our learners and families. Additionally, grading provides a level of clarity and consistency in grading practices throughout the district.

Campus leadership teams shall, before the beginning of the 2020-2021 school year, develop Campus Grading Policies based on the LISD Grading Administrative Regulations. Each Campus' Grading Policy shall be submitted to the appropriate Executive Principal for approval. Deviations from the LISD Grading Administrative Regulations may be accepted at the discretion of the Executive Principal and the Associate Superintendent.

Campuses will communicate their Campus Grading Policy to all stakeholders on an annual basis at the beginning of the school year **EIA(LOCAL)**.

The following administrative regulations were developed with input and feedback from the district's Assessment and Grading Committee with input from stakeholders. These administrative regulations will be reviewed on an annual basis.

LISD Grading Administrative Regulations, in accordance with legal and local grading policies, are as follows:

- **Report Cards** - The purpose of report card grades is to communicate the student's level of mastery of the designated Texas Essential Knowledge and Skills (TEKS)-based instructional objectives. EIA (LEGAL)
 - A student's 504 Plan or Individualized Education Program (IEP) determines appropriate application of these administrative regulations. EIE (LOCAL)
 - Students who have modified curriculum in any one or more content areas, the general education and/or special education teacher should apply the appropriate code to the student's report card.
- **Progress Reports** - Interim progress reports shall be issued for all students after the third and sixth week of each grading period by McCool Academy. EIA (LOCAL)
- **Gradebook** - All grades recorded in Echo (McCool Academy's Gradebook System)) will relate directly to one or more TEKS-based instructional objectives as well as our School-Wide. of Communication (oral and written), Agency, Knowledge and Thinking, and Collaboration. EIA (LOCAL)
 - Students will have a minimum of nine grades per content area each nine weeks and the grades should be evenly distributed throughout the grading period.



- No single grade shall count more than 15% of the reported grade for a grading period.
- District assessment scores can be communicated through our Echo Gradebook System.
- Grades are recorded during the nine-week period in which the work occurs. Exceptions must be approved by the campus principal.
- In order to provide students and parents with timely feedback, grades are entered into Echo within seven calendar days of the assignment, project or assessment due date. Exceptions must be approved by the campus principal.
- **Reteaching/Intervention**
 - If a student fails to master an assessment, reteaching/intervention followed by an opportunity to demonstrate relative mastery of the specific TEKS objective will occur as defined by EIA (Local). The student must show remediation and readiness to retest. The teacher has discretion to determine if a student is ready to retest. After showing readiness, any student has the opportunity to replace the grade up to a 100 based on level of mastery.
 - Reteach/intervention and additional opportunities should occur within the same nine-week period.
 - Learners must attend at least one facilitator workshop before being allowed an opportunity to retake an assessment.
 - Reassessments of student work must be authentic assessments (simply correcting an assessment is not an authentic assessment).
- **Grade Weights** - The following categories will be established in Echo (McCool Academy's Learning Management System).
 - Knowledge & Thinking: 50%
 - Written communication: 15%
 - Oral Communication: 10%
 - Agency: 10%
 - Collaboration: 15%
- **Recommendations**
 - The following recommendations, developed by the assessment and grading committee, should be taken into account by campus leadership teams as Campus Grading Policies are developed. However, these items are not mandatory and campus leadership teams may deviate from these recommendations.
 - In accordance with best practices for grading, it is recommended that no grade below a 50 be recorded in the gradebook.
 - In accordance with best practices for grading, it is recommended that work intended to give students practice not be recorded in Echo/Gradebook.
 - In accordance with best practices for grading, it is recommended that student grades only reflect the following:



- o Knowledge & Thinking
 - o Written communication
 - o Oral Communication
 - o Agency
 - o Collaboration
-
- McCool Academy will implement a “late work” policy where there will be no penalties for students who turn in work within 5 days of the due date of their Knowledge and thinking category grade. Penalties for work turned in more than 5 days of the assigned due date, will result in 10% point deduction each day up to five school days. This will allow the learners highest received grade to be a 50% within all other categories the teacher has previously assigned at the beginning of the project or assignment outside of the learners’ kKnowledge and Thinking category. (All IEPs and IAPs that include accommodations and/or modifications allowing for extensions to the 5 days must be followed).

Notes from Grading System for McCool Meeting:

- Make sure we work with the Executive Principal about No grading into final grades - District Assessment will be used for data informing purposes.
- Appeal Grading Admini -
District assessment scores will be scaled based on the 2019-2020 STAAR performance levels to reflect a Recorded Grade (as shown below). District assessment Recorded Grades will account for 10% of each student’s overall nine-week grade and will not count as one of the nine minimum grades required.
-
- Technology, per Damon, will import grades every 9 week, 9 week, and semester into TEAMS from Echo.
- Progress report will be sent out **by McCool** every three week (progress period) from Echo grading platform.
- Elgin (FA Lead) will work with other FA peeps to enter into Echo.
- There is a algorithm from Echo and teams per Damon and will upload automatically
- Making grades accessible and thinking of equity, we will mail out progress reports.
- Attendance and discipline will be done within TEAMS