



Grading Administrative Regulations for Reporting Student Progress

2019-2020

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. Additionally, grading provides a level of clarity and consistency in grading practices throughout the district.

Campus leadership teams shall, before the beginning of the 2019-2020 school year, develop Campus Grading Policies based on the Lubbock ISD Grading Administrative Regulations. Each Campus' Grading Policy shall be submitted to the appropriate Executive Principal for approval. Deviations from the Lubbock ISD Grading Administrative Regulations may be accepted at the discretion of the Executive Principals 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.

Lubbock ISD 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 week of each grading period. EIA (LOCAL)

- **Gradebook** - All grades recorded in the gradebook will relate directly to one or more TEKS-based instructional objectives. EIA (LOCAL)
 - Students will have a minimum of 8 grades per content area each six 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 (two per semester) scores will be recorded and reported to students and parents on report cards as a midterm and final grade. Scores for district assessments shall receive no weight, and will not contribute to students' grades for each semester.
- District assessments are intended to be summative assessments and should only be given one time.
- Grades are recorded during the six weeks 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 the online gradebook within seven calendar days of the assignment or assessment due date. Exceptions must be approved by the campus principal.
- 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 the gradebook, and that only assessment scores be used in the calculation of student grades.
- **Reteaching/Intervention**
 - If a student scores less than an 80 on an assessment, re-teaching/intervention followed by at least one opportunity to demonstrate relative mastery of the specific TEKS objectives will occur as defined by EIA (LOCAL). The grade for the second opportunity shall replace the initial grade up to a maximum grade of 80. Campuses, in their Campus Grading Policy, may set a reasonable time limit for students who need additional opportunities to demonstrate mastery. The policy and practice of giving multiple opportunities to demonstrate mastery will be applied in the best interest of the individual student. Reteach/intervention and additional opportunities should occur within the same six-week period.
- **Grade Weights**
 - Since it is recommended that campuses only record assessments as grades in the gradebook, it is also recommended that gradebooks include only an assessment category.
 - If more than an assessment category is deemed necessary by campus leadership teams, apply weights and categories for clarity and consistency at the campus level.