



## **2021-2022 Grading Administrative Regulations for Reporting Student Progress**

### **Rush Elementary**

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 assessment practices throughout the district.

Campus leadership teams shall, before the beginning of the 2021-2022 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 Campus Grading Policy should also be posted on campus websites.

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)
  - For students who have modified curriculum in any one or more content area, 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. EIA (LOCAL)
- **Gradebook** - All grades recorded in the gradebook will relate directly to one or more TEKS-based instructional objectives. EIA (LOCAL)

- o Gradebook
  - 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.
  - Grades must be 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 must be entered into the online gradebook within seven calendar days of the assignment or assessment due date. Exceptions must be approved by the campus principal.
  
- o District Assessments
  - For grades 2 through 5, report cards will report a student's performance level as either Does not Approach (DNA), Approaches (A), Meets (M), and Masters (Ma). Performance levels will be based on STAAR performance levels from the previous school years.
  - District assessments will not factor into students' grades in elementary school.
  
- o TIA Pre and Post Tests
  - The TIA pre test will not count as a grade.
  - The TIA post test will not count as a grade.
  
- **Reteaching/Intervention**
  - o 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 nine-week period.
  - o Reassessments of student work must be authentic assessments (simply correcting an assessment is not an authentic assessment).

- **Timeframe for Reteach and Intervention**

- o Reteach will take place within a week of the initial assessment. The grade for the second opportunity shall replace the initial grade up to a maximum grade of 80.

- **Grade Weights and Categories**

- There will be one grading category: Assessment Category (100%).
- Three grades will be given every three weeks. At least 1 CFA will be given every three weeks in all core areas grades 2-5.

- **Grades Below a 50**

- Grades below a 50 will not be recorded in the gradebook.

- **Homework/Practice**

- Homework may be given at the teacher's discretion. Homework will not be record in the gradebook

- **Late Work Policy**

- There is no penalty for students to turn in late work within 5 days of the due date. 10 points will be deducted daily for each additional day after the 5