



Grading Administrative Regulations for Reporting Student Progress 2018-2019

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 practice throughout the District.

Each campus should use these grading guidelines to create a campus grading plan.

The Lubbock I.S.D. Grading and Assessment Belief Statements:

- Grading practices should promote student learning, encourage ongoing effort and success, and accurately reflect student progress towards mastery of the standards. Assessment of learning should inform all stakeholders of what should take place within the learning process in order for students to grow.
- Grades should be a source of continual feedback to indicate to students and parents where the student is on the continuum of progress. Grades should enable teachers to make informed instructional decisions tied to standards and be reported in a timely manner.
- All students have the ability to learn. In Lubbock I.S.D., our motto is "Every Child, Every Day" and we are committed to grading regulations that reflect our focus on student individuals with different backgrounds, skills, learning styles, and needs. As educators within LISD, we employ consistent grading practices that reflect our commitment to individualized student learning.

Campuses will communicate grading administrative regulations 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 Grading and Assessment Committee. These administrative regulations will be reviewed on an annual basis.

District 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. A minimum of four grades must be entered into the gradebook by the end of 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 eight 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.
 - Pre-test and Post-tests for T-TESS and District Assessments will not be reported as a grade for any grading period.
 - Grades will be recorded during the six weeks in which the work occurs. The campus principal must approve exceptions.
 - 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. The campus principal must approve exceptions.
- **Reteaching/Intervention**
 - If a student fails to meet the standard of 70% or greater on a class assignment or assessment, reteaching/intervention followed by an opportunity to demonstrate, relative mastery of the specific TEKS objectives will occur as defined by EIA (LOCAL).
 - The grade for the second opportunity could replace the initial grade but cannot exceed 70%.
 - If the retake grade is less than the initial grade, then the second attempt grade will not be recorded.
- Additional opportunities for reteach/intervention should occur during the same six-week period.
- **Grade Weights** - Consistently apply weights and categories for clarity and consistency at the department, grade, or campus level.
- **Credit Recovery Grade Change Procedures (9-12)**
 - Upon successful completion of a course previously failed, a student will earn a *grade not to exceed 75%*. The Personalized Learning Lab Facilitator will complete and submit the **PASS Enrollment & Completion Form** along with the **Edgenuity Progress Report**, and submit to the counselor.
 - If the failing semester grade has been previously transcribed, the counselor completes and submits an **In-District Transcript Entry Form** to PEIMS and the credit and grade become part of the student’s permanent record.

Note: Any deviation from these administrative regulations must receive prior approval from the Executive Principal and Associate Superintendent prior to the academic school year.

Additional Related Policies:

EIA (LEGAL), EIA (LOCAL), EIAA (LOCAL), EIE (LEGAL), EIE (LOCAL)