



2022-2023 Grading Administrative Regulations for Reporting Student Progress

Secondary Campuses

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(s), 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 and District Assessments** - All grades recorded in the gradebook will relate directly to one or more TEKS-based instructional objectives. EIA (LOCAL)

- 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. The District Assessment Recorded Grade will not count as one of the nine minimum grades required. Therefore, there will be a minimum of ten grades for each nine weeks grading period. One grade will be the district assessment and the other nine grades will come from classroom assessments.
 - 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 (this includes indicating missing assignments with an M). Exceptions must be approved by the campus principal.
- District Assessments
 - District assessment scores will be scaled based on the 5 year average of 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.
 - District assessment recorded grades and performance levels will be reported to parents on report cards each nine-week grading period. 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.
 - Campus written district assessments for non-EOC tested core content subjects will be scored, graded, and reported the same as district assessments prepared by C&I.
 - As addressed in the student’s IEP, district assessment scores for students who receive modified content will not contribute to a student’s nine week grade.

Performance Level	Recorded Grade *
Does not Approach	65
Approaches	75
Meets	85

Masters	95
Perfect Score	100

*The Recorded Grade is scaled to performance levels and cannot be adjusted from what is written in the above table.

- TIA Pre and Post Tests
 - The TIA pre test will not count as a grade.
 - The TIA post test will serve as the 4th nine weeks District Assessment for non-STAAR tested grade levels in the core content areas. The TIA post test will count for a grade because of this. The grade will be used as a grade in the gradebook and will be reported on the report card as described previously.
 - The TIA post tests for CTE will be graded.
 - The TIA post tests for Fine Arts will not be graded.
- **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 nine-week period. Reassessments of student work must be authentic assessments (simply correcting an assessment is not an authentic assessment).

ATC Specific Grading Guidelines

- **Timeframe for Reteach and Intervention**
 - Due to the advanced nature of our ATC courses, students will be allowed the opportunity for reteach/retest up to the end of the 3 week progress report period for which the assessment was assigned.
- **Grade Weights and Categories**
 - Gradebook will reflect 1 category. All assignments will be categorized as assessments and will count 100%. There will be a minimum of 9 grades per 9 week grading period.

- For project based assignments, a grading rubric will be used.
- **Grades Below a 50**
 - No grade below 50 will be recorded on the 9 week final report card.
 - Grades below 50 will be allowed in the gradebook.
- **Homework/Practice**
 - Homework/practice may be graded for instructional/learning purposes, but only assessment grades will be entered into the gradebook.
- **Late Work Policy**
 - Meeting deadlines is a skill that will help students in high school and beyond. We encourage students to turn in work by the assigned due date to receive full credit. When that does not take place, late work will be accepted under the following conditions:
 - Late work must be submitted within the three-week progress report/report card window in which the work was assigned.
 - Students will receive an “M” in the gradebook until assignment is submitted.
 - Assignments/assessments given during the last week of a progress report/report card window will be accepted at least through the following Monday.
 - Assignments can be accepted beyond the three-week progress report window at teacher discretion for a maximum of 80.
 - An 11 point penalty (one time penalty per assignment/assessment) will be deducted from late work/assessment submitted anytime within the window.
 - Assignments for students who were present in class but chose not to complete the assignment, an “M” will be placed in the gradebook until assignment is submitted. At that point, an 80 will be the highest grade given.