
Reference: EIAB (Local), EIA (Legal), EIA (Local), EIC (Local), EIE (Local), TEC 28.0216

Purpose of Grades/Grading Guidelines

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 guidelines promote consistency in grading practice throughout the district. The following guidelines will be in place at every campus. Utilizing the following guidelines, campus leadership will meet with each department and/or grade level to establish further grading best practices that focus on student learning (EIA Local) These campus meetings ensure consistency throughout departments and/or grade levels and standardization throughout on-level coursework. Guidelines for grading shall be clearly communicated to teachers, students, and parents (EIA Local).

Grades reflect student work

Grades must reflect a student’s relative mastery of a concept/learning goal. There must be a sufficient number of grades taken to support the grade average assigned (EIA Legal/Local). Grades entered for academic work must reflect student achievement and communicate progress to parents. Grades should NOT be given for returning signed papers, attending school functions/events, bringing supplies, etc.

In LISD, no “minimum grade” will be assigned regardless of the quality of student work, product, or demonstrated mastery. Teacher shall record the actual grade a student earns; there is no minimum grade (EIA Legal/TEC 28.0216). Grades will not be reduced for disciplinary reasons. Grade penalties are specifically covered in the “Grade Penalties” section below.

Because student learning is our non-negotiable goal, we encourage teachers to examine the ability of the student to recover from failing work before assigning a numerical grade. Teachers know their students and are aware of the impact a non-recoverable grade can have on student learning, engagement and participation in the class.

Frequency/Number of Grades

The sufficient number of grades for each reporting period is defined in the “Elementary School Information” and Secondary School Information” sections below. The minimum number of grades required is differentiated for elementary, middle, and high schools.

Student Expectations

Each student is expected to:

- Attend all classes: regularly and on time.
- Prepare for each class. Take appropriate materials and assignments to class.
- Maintain honesty and integrity in all issues regarding school work and interaction with teachers and administrators.

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. (EIA Local)

Grade Penalties

Late Projects: (EIAB Local)

- Teachers may assign a late penalty to any project turned in after the due date in accordance with previously established guidelines approved by the principal and disseminated to students.

Absences and Suspensions:

- Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time. (EIAB Local)
- An “M” for “missing” shall be recorded for absences, whether excused or unexcused, and students will be given a reasonable amount of time to learn the missed material and demonstrate mastery. It is recommended that the length of absence should determine the amount of time given for make-up work. For example 3 days of absence equals 3 days to make up work. A teacher may make exceptions for extenuating circumstances.
- The grade for make-up work after an unexcused absence shall be zero. (EIAB local)
- The District shall not impose a grade penalty for make-up work after an absence because of suspension. (EIAB Local)

Failing to Follow Procedures:

- Grade penalties may not be applied for failing to follow classroom procedures (for example, no name on paper, failing to turn assignment into the correct location, writing on only one side of paper, not having the proper supplies for class), except in the case of Late Work as described above and in compliance with campus Late Work policies. This does not apply to failing to follow procedures required for completing a project, task, or assignment.

Academic Dishonesty

- Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct (EIA Local)

ELEMENTARY GRADES (PRE-K/K/1st)
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Pre-K/Kindergarten

Standards Based Grading provides the foundation for reporting student progress and achievement in Pre-Kindergarten and Kindergarten. Student learning is based on standards established by the Texas Pre-K Guidelines and Texas Essential Knowledge and Skills. Assessment of student learning occurs

through teacher observation of students engaged in individual, partner, small group, and whole group activities that occur throughout authentic classroom experiences. Multiple samples or photographs of student work, anecdotal notes and/or skill checklists are reviewed by teachers at the end of each grading period for comparison to end of year criteria established in the LISD Grading Continuum.

First Grade

Standards Based Grading provides the foundation for reporting student progress and achievement in First Grade. Student learning is based on standards established by the LISD Curriculum and Texas Essential Knowledge and Skills. Assessment of student learning occurs through teacher observation of students engaged in individual, partner, small group, and whole group activities that occur throughout authentic classroom experiences. When determining individual student progress toward achieving the standards on the report card, a teacher will consider multiple pieces of student work/evidence. Rubrics will be utilized to assess student progress and provide feedback. Please refer to the following website for more information related to the First Grade Standards Based Report Card.

<https://sites.google.com/a/staff.lisd.net/standards-based-report-cards/home>

Re-teach/Re-Assess/Re-Grade

- The rating of N indicates the student is not demonstrating the standard and may require re-teaching/re-assessment and/or further practice opportunities in order to make progress.
- Students must be re-taught through small group, tutoring, peers teaming, etc, before re-assessment. Re-teaching strategies include, but are not limited to: use of alternate and differentiated materials, collaborative/cooperative learning, hands-on and subject appropriate manipulative materials, computer-assisted/online instruction, multi-sensory teaching techniques, and presentation of materials in a modified modality (visual aides, taped reading materials, etc).

Promotion from Grade 1 to Grade 2 shall be based on mastery of the grade 1 grade-level standards (essential knowledge and skills) as demonstrated through skills observed/assessed by the teacher, individual student work, and portfolios/collections of each student's work. (EIE Local). In a circumstance where student retention is under consideration, campus personnel should take into consideration:

- specific standards in which the student received a level of N (Not Demonstrating Standard)
- evidence of learning demonstrated through individual student work and teacher observation
- additional support provided through Response to Intervention

ELEMENTARY GRADES (2-5)

Grades 2-5

- Major Grades – A minimum of three major grades per nine week grading period in each of the following: Reading, Language Composition, Math, Science/Health, and Social Studies.
 - Performance tasks/performance based assessment
 - Content exams (including performance based content tasks/assessments)
 - Research projects/papers (final product)
 - Special projects (performances, speeches, presentations)
 - Multi-media student created work
 - Written compositions
 - Portfolios
- Minor Grades – A minimum of three minor grades per nine week grading period in each of the following: Reading, Language Composition, Spelling, Math, Science/Health, and Social Studies
 - Interim work for projects/performance based assessments
 - Running Records
 - Hands-on activities/labs
 - Class/group work learning (cooperative learning, etc)
 - Fluency probes
 - Learning Centers/Workstations
 - Lab reports
 - Computer Activities
 - Notebooks
 - Vocabulary/spelling tests and/or assignments
 - Quizzes
 - Journals
 - Writing process (prewriting, drafting, revising, editing, publishing)
 - Informal Compositions
 - Portfolios
 - Speech/communication/presentation skills
- Homework assigned, that is not defined in the major or minor grade categories, will not be included in the nine weeks grade. Please note there may be opportunities when major or minor assignments originating at school may need to be completed at home for children to demonstrate depth and understanding. In these circumstances, those assignments could be graded.
- Re-teach/Re-Assess/Re-Grade
 - The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade (EIA Legal/Local)
 - If a student earns a grade below a 70 on a major grade, the teacher must re-teach, then re-assess.
 - After the re-teach/re-assess the higher of the two grades will be assigned, with the maximum possible score of 70.
 - In order to receive re-assessment options, students must turn in major grade assignments by the actual due date.

- Students must be re-taught through small group, tutoring, peers teaming, etc, before re-assessment. Re-teaching strategies include, but are not limited to: use of alternate and differentiated materials, collaborative/cooperative learning, hands-on and subject appropriate manipulative materials, computer-assisted/online instruction, multi-sensory teaching techniques, and presentation of materials in a modified modality (visual aides, taped reading materials, etc).