
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.

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 a 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)

SECONDARY GRADES (6-12)

Middle School Courses

- Teachers will take a minimum of ten (10) grades per 9 weeks, of which two (2) must be major grades.
- Examples of Major grades would include, but are not limited to:
 - Performance tasks/performance based assessments
 - 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
- Examples of Minor grades are included, but not limited to:
 - 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
 - Interim work for projects/papers
 - Quizzes
 - Journals
 - Writing processes (prewriting, drafting, revising, editing, publishing)
 - Informal Compositions
 - Portfolios
 - Speech/communication/presentation skills
- Weighting grades may be determined by a campus policy and/or departmental policy, but must fall within the following parameters:

	Student Course Level	
	Regular & Non-Leveled	Pre-AP
Minor Grades	40-80%	40-60%
Major Grades	20-60%	40-60%

- No single grade may count more than 25% of a 9 weeks average
- Semester Averages
 - 90% will be the average of the two 9 week averages;
 - 10% will be the semester exam score

- 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).

High School Courses

- Teachers will take a minimum of fifteen grades (15) per 9 weeks, of which three (3) must be major grades
- Examples of major grades would include, but are not limited to:
 - Performance tasks/performance based assessment
 - Content exams (including performance based tasks/assessments)
 - Research projects/papers (final product)
 - Special projects (performances, speeches, presentations)
 - Conclusions Based on Data (CER) in Science
 - Multi-media student created work
 - Written compositions
 - Portfolios
- Examples of Minor grades are included, but not limited to:
 - 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
 - Interim work for projects/papers
 - Quizzes
 - Journals
 - Writing processes (prewriting, drafting, revising, editing, publishing)
 - Informal Compositions
 - Portfolios
 - Speech/communication/presentation skills

- Weighting of grades may be determined by a campus policy and/or departmental policy, but must fall within the following parameters:

	GPA Course Level			
	Level 0 (Courses with modified content)	Level 1 (General Education coursework)	Level 2 (PreAP and Advanced coursework)	Level 3 (AP Coursework)
Minor Grades	40-70%	40-70%	25-60%	25-60%
Major Grades	30-60%	30-60%	40-75%	40-75%

- No single grade may count more than 25% of a 9 weeks average
- Semester Averages
 - 85% will be the 9 weeks average;
 - 15% will be the semester exam/final score
- 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).
- Determining credit for full-term courses
 - Beginning with the 2012-2013 school year, a student may receive full credit for a 1.0 credit course if ONE of the standards below is met.
 - The student passes both 9 weeks of the course with a 70 or above in each 9 weeks.
 - The student fails the first 9 weeks of the course but has a sufficient score on the second 9 weeks resulting in a grade of “70” or higher when averaged with the first 9 weeks.
 - The student passes the first 9 weeks and scores **between 65 – 69** on the second 9 weeks. **If the two 9 week grades averaged together result in a grade of “70” or higher, the student will receive full credit for the course. If the student scores below a 65 on the second 9 weeks, the second nine weeks must be repeated and passed.**
 - Students are not allowed to average the following for full credit:

- Summer school courses with grades earned during the school year
- Credit Recovery courses with grades earned during the school year
- A & B semester grades cannot be averaged for the following: CBE grades, summer school courses, or credit recovery courses, A & B semester grades cannot be averaged for courses taken outside of LISD with a course taken in LISD. (VLA and TSVSN are considered LISD courses.)
- A VLA/TxVSN course may only average pass if the final exam grade is 70 or above for the VLA/TxVSN course and the grade meets the criteria listed above.

Online Courses

- Credit is awarded by the successful completion of course requirements and a passing score on the comprehensive final exam. Specific information regarding on-line courses and report cards and UIL eligibility requirement are contained within the course registration materials.