



## 2024-2025 Grading Administrative Regulations for Reporting Student Progress

### High School Campuses/ ATC

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.

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 shall 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 the 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)
  - **UIL Waiver Policy** (This only applies to CORE classes.)
  - **UIL Eligibility Calendar** ([link](#))
  
- **Gradebook and District Assessments** - All grades recorded in the gradebook will relate directly to one or more TEKS-based instructional objectives. EIA (LOCAL) Grades in courses without TEKS-based objectives, such as AP and IB courses, will relate directly to the instructional objectives of their respective programs.
  - Gradebook:
    - Students will have a minimum of nine grades per course each nine weeks with the grades evenly distributed throughout the grading period so that one grade is produced each week on average. The grade for District Assessments, for

applicable courses, must count separately from these nine grades and will be recorded as a required tenth grade for each 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 allow flexibility for reteach/intervention, teachers may apply grades from the last week of the grading period to the next grading period instead of recording it on the current grading period.
- 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 and/or long term projects must be approved by the campus principal.

○ Late Work Policy:

- The district parameters for late work will be the following:
  - Teachers must accept late work for at least five school days after the due date. Maximum point deduction within that window should be: 1 day late = 10 points deducted, 2 days late = 20 points deducted, 3 days late = 30 points deducted, 4 days late = 40 points deducted, 5+ days late = maximum grade of 50 (\*All IEPs and IAPs that include accommodations and/or modifications allowing for extensions to the 5 days must be followed).
- A day is defined as the next class period the student is present. Deadlines for students assignments shall be a scheduled class day and time.
- This policy applies to only unexcused absences (see [student handbook](#)), excused absences follow the absence policy first.
- Late work can forfeit the retake/retest policy

○ TIA Pre and Post Tests

- The TIA pre test will not count as a grade.
- The TIA post-test can be counted as a grade, based on teacher discretion. This should be consistent across a content area and/or cluster on each campus.
- The TIA post-tests for CTE and Fine Arts will be recorded as a grade, based on teacher discretion. (If grades are available. Plan accordingly in terms of number of required grades.)

● **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 and can include previous late work penalty deductions. Campuses must allow a minimum of five school days once an assignment is graded and returned to a student for reteach/retest. Criteria such as required completion of practice or homework can be enforced for the reteach retest opportunity. A category with zero weight can be created in the gradebook to reflect the homework/practice/retake requirements and completion. 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).

- Late work can forfeit the retake/retest policy

- **Grade Weights**

- 100% of ATC categories will be classified as assessments and be weighted equally.
- Teachers may choose to form one category for daily work (which counts as 0% of the grade). This will simply be for record-keeping purposes.
- Individual grades may be recorded at 50 or below.
- Before recording a **nine-weeks average of 50 or below on a nine-week report card**, the teacher must maintain documentation that the following steps were taken:
  - A face-to-face or telephone conference was held with the student's parent or guardian.
  - Documentation includes the day/time of the conference and a brief summary of the outcome. This is to be submitted to Vickie Cooper.
  - Intervention was provided for the student that included additional instructional time during the school day focused on mastery of the content, and
  - The teacher scheduled an appointment with the Assistant Principal, Vickie Cooper, prior to the end of the nine-week grading period to provide the above documentation and discuss intervention plans moving forward.

- **Finals**

- No finals will be given or calculated into semester grades at the ATC