



2023-2024 Grading Administrative Regulations for Reporting Student Progress

Elementary 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 2023-2024 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 Chief Academic Officer.

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 appropriate application of these administrative regulations. EIE (LOCAL)
 - For 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 and sixth 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)

- o Gradebook
 - Students will have a minimum of nine grades per content area in grades 3-5 (*1st and 2nd will have 9 grades in RLA and Math and 6 in Science and Social Studies*) each nine 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.
 - 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. Exceptions must be approved by the campus principal.
- o District Assessments
 - For grades 3 through 5, 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.
 - District assessments will not factor into students' grades in elementary school.
- o 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 not count as a grade.

• Timeframe for Reteach and Intervention

- o If a student scores less than a 75 on an assessment, reteach/intervention and at least one opportunity to demonstrate relative mastery should be provided within 5 days of the assessment.
- o Reassessments of student work must be authentic and should differ from the initial assessment, but still include the same TEKS (simply correcting an assessment is not an authentic assessment). Assessments could include, but are not limited to: Common Formative Assessments, exit tickets, and open-ended responses, that are completed independently.

• Grade Weights and Categories

- o The Parsons gradebook will utilize one category for the gradebook. This category will be titled Assessments.

- **Grades Below a 50**

- An initial grade below 50 can be recorded in the gradebook to reflect the student's accurate performance level for progress reports.
- If a retake grade is below 50, the student's grade will be recorded as a 50. No replacement grade below 50 will be recorded in the gradebook by report card.

- **Homework/Practice**

- Homework should be purposeful and meaningful to the student and provide opportunities to practice and reinforce the learning that takes place in the classroom. Homework should be evaluated, but will **NOT** be included in the gradebook.

- **Late Work Policy**

- Grades will reflect only student mastery of content, not student behavior. Therefore, point deductions or a grade of zero will not be given for missing or late work. By report card, if an assignment is missing a grade of 50 will be given. Teachers will work with campus administrators and parents to hold students accountable for all assignments.