

2025-2026 Grading Administrative Regulations for Reporting Student Progress

High School

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 \(link\) \(Courses\)](#)
 - [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
- 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 the 5 year average of STAAR performance levels
 - 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.
 - The following conversion chart should be used to determine the recorded grade for district assessments:
 - [Conversion Chart](#)
 - The grade for district assessments cannot be below a 65 as indicated in the district assessment conversion chart.

- 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.

- **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**

- District Assessments will count for 10% of students' nine weeks grade, and should be included as a separate grading category in the gradebook for each nine weeks grading period.
- Additional gradebook categories should be uniform across each campus, and weights should apply consistently to provide clarity for students, parents and teachers.
- District assessments will not count as a grade for students who receive modified instruction. For these students, an 'E' should be entered for the District Assessment grade.

- **Finals**

- Because district assessments are administered at the end of the nine-week period and they contribute to the student's nine-week grades, finals are not mandatory.

- **Artificial Intelligence & Grading**

- AI should not replace teacher judgment or evaluation. Any AI-generated grades entered in TEAMS must be reviewed by teachers for accuracy. AI-generated feedback to students should not be used in grading constructed responses on district assessments. Administrators, teachers,

and staff will remain the experts in providing student feedback and grading. Any district selected and approved AI used for grading must be communicated to students and parents.

- **Academic Dishonesty**

- A student 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, the use of artificial intelligence to complete an assignment in part or in whole unless approved by the classroom teacher, 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, or the use of an artificial intelligence detection tool selected by the District.

- **Recommendations**

- The following recommendations, developed by the assessment and grading committee, should be taken into account by campus leadership teams as Campus Grading Policies are developed. However, these items are not mandatory and campus leadership teams may deviate from these recommendations.
 - In accordance with best practices for grading, it is recommended that no grade below a 50 be recorded in the gradebook.
 - In accordance with best practices for grading, it is recommended that work intended to give students practice not be recorded in the gradebook, and that only assessment scores be used in the calculation of student grades.
 - Since it is recommended that campuses only record assessments as grades in the gradebook, it is also recommended that gradebooks include only an assessment category in addition to the District Assessment category. If campuses do want to include more than one category, those categories should be kept to a minimum (3 or fewer categories).