



La Porte ISD Grading & Reporting Procedures

2022-2023

LPISD Instructional, Grading, and Reporting Procedures

FOREWORD

These guidelines are in accordance with current practices and policies, as well as the Texas Education Code. An attempt has been made to provide a set of guidelines in those areas which will best meet the needs of students and support the instructional staff. This handbook provides:

1. A tool which will foster consistency among teachers, disciplines and schools as students progress through the LPISD educational program
2. A reference which will encourage a better understanding of grading, assessment, reporting and promotion for teachers, parents and students
3. A description of the District's grading system

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La Porte Independent School District

DISTRICT GOALS

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Goal 2: Provide a safe, secure and disciplined learning environment

Goal 3: Attract, develop and retain excellent staff

Goal 4: Promote family engagement and active involvement of the community in the education of our students

Goal 5: Ensure and demonstrate efficient and effective use of district resources

MISSION STATEMENT

“Every Student’s Success is our #1 Priority.”

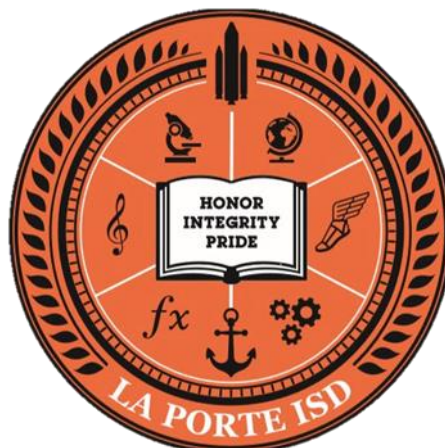


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LPISD Curriculum and Instruction General Information

State and Local Curriculum

STATE CURRICULUM

Curriculum content is prescribed by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS). Curriculum content is not prescribed in detail by the Texas Education Agency, but provides a framework to draw upon for the development of local curriculum.

LOCAL CURRICULUM (EIA LOCAL)

The District shall determine instructional objectives that relate to the TEKS for grade level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Curriculum consists of the defined scope and sequence of instruction, the instructional objectives for student mastery, the materials used (including textbooks and technology resources), the instructional strategies designed to promote student learning, and the assessment practices used to evaluate that learning.

Each elementary school maintains a balanced curriculum. Curriculum offerings include Language Arts (reading, literature, oral language, composition writing, handwriting, spelling), Science, Mathematics, Social Studies, along with possible electives or specials such as Art, Music, Physical Education/Wellness, and Technology Applications.

Each secondary school maintains a balanced curriculum including English Language Arts, Reading, Science, Mathematics, Social Studies, Fine Arts, Health/Fitness, Technology Applications, Physical Education/Wellness, Languages Other Than English (LOTE), and Career and Technology Education (CTE).

LPISD CURRICULUM

All La Porte Independent School District scope and sequences are correlated to the TEKS to ensure coverage of the essential skills and concepts of each course. The development, alignment, revision, and review of District curriculum is carried out under the direction of curriculum coordinators with a team of teachers.

INSTRUCTIONAL MATERIALS

State-adopted textbooks and electronic media serve as one instructional resource to meet course and curriculum objectives. In Texas, textbooks and electronic media are currently provided by the state from an approved list. District-adopted textbooks are selected through a formal committee process (19 TAC 67.107). Requests to select alternate textbooks or systems must be based upon analysis of alternate resources and student performance data, and must follow the applicable textbook waiver process. Locally-purchased instructional materials are selected by the District, campus or individual teachers to meet the needs of students.

INSTRUCTIONAL PRACTICES

Instructional strategies and practices to ensure student success are based upon campus and teacher analysis of student needs, effective teaching practices, student learning styles, and demonstrated success through the assessment process.

Student academic achievement shall be based on the degree of mastery of the District's instructional objectives as outlined in the curriculum for each subject. The objectives reflect the Texas Education Agency TEKS and address the skills and concepts needed for successful performance in the current grade and in the next grade.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated TEKS. The student's mastery level shall be a major factor in determining the grade for a subject or course.

Achievement grades should be fairly determined from a wide variety of information, which could include student performance on daily assignments/homework, tests, and/or special projects. The information used in grading should be appropriate to the grade level and subject being considered. Prior to instruction, students should be informed of the class or course expectations, and the teacher must be prepared to document and explain how grades are determined.

Academic Achievement: Retention and Promotion

CURRICULUM MASTERY

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [See *District Policy* EIE Local]

Standards for Mastery

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, final examinations or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Grades 1 - 8

In grades 1-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for language arts, mathematics, science, and social studies.

Grades 9-12

Grade-level advancement for students in grades 9 -12 shall be earned by course credits.

Official Grade Reports

ONLINE RECORDS - HOME ACCESS CENTER

1. Parents/guardians may also access student progress information through the student/parent gradebook portal.
2. The student/parent gradebook portal displays Progress Report averages, Report Card averages, and individual assignment grades in the teacher gradebook (if applicable).
3. Teachers will export updated grades weekly to the student parent gradebook portal to keep students and parents informed of ongoing progress.
4. Parent/guardians should contact the school regarding access information. All account information must be acquired in person with photo identification.

PROGRESS REPORTS

The purpose of the Progress Report is to inform students, parents/guardians, and campus administrators regarding progress in a subject, in conduct, or in both. The Progress Report reflects both satisfactory and unsatisfactory student progress.

Elementary Students

1. Elementary students in first through fifth grade will receive an electronic Progress Report twice during each nine-week period and a Report Card at the end of the nine-week period according to the LPISD Instructional Grade Reporting Calendar (see [Appendix F: LPISD Instructional Grade Reporting Calendar](#)). Grades will be provided for Math, Reading, Language Arts, Science, and Social Studies.
2. The campus will email parents with notice that Progress Reports and Report Cards are available. Parents will be able to access Progress Reports and Report Cards through Home Access Center.

3. Weekly progress notices shall be issued according to campus notification procedures for all students with a grade of 74 or lower in any core subject areas.
4. Telephone or electronic contact with parents/guardians is required when a student demonstrates possible failure or significant drop in grades for any course. Teachers should maintain a telephone or electronic log of contacts and attempted contacts with parents.

Secondary Students

1. Secondary students will receive an electronic Progress Report twice during each nine-week period and a Report Card at the end of the nine-week period according to the [LPISD Instructional Grade Reporting Calendar](#) (see Appendix F).
2. The campus will email parents with notice that Progress Reports and Report Cards are available. Parents will be able to access Progress Reports and Report Cards through Home Access Center.
3. Weekly progress notices shall be issued for all students with a grade of 74 or lower in any subject area. These notices will be either a phone call, written, or electronic notice.
4. Telephone or electronic contact with parents/guardians is required when a student demonstrates possible failure or significant drop in grades for any course. Teachers must maintain a telephone or electronic log of contacts and attempted contacts with parents.

REPORT CARDS

The Report Card is a communication tool for parents/guardians and students. Report Cards provide information regarding academic progress, student conduct, and absences.

1. Report Cards are electronically posted to Home Access Center.
2. Report Cards are issued once at the end of each grading period see ([Appendix F: LPISD Instructional Grade Reporting Calendar](#)).
3. Elementary students in Pre-Kindergarten and Kindergarten will receive Report Cards three times per school year (see [Prekindergarten and Kindergarten Grading Information](#)).

Academic Grading Scales

PREKINDERGARTEN AND KINDERGARTEN

The Prekindergarten and Kindergarten Report Card is designed to assist teachers in evaluating the ongoing growth and development of students. Parent/teacher conferences are suggested throughout the school year upon the request of the parent/guardian or the teacher. Report Cards for Prekindergarten and Kindergarten students are provided to parents/guardians three times per school year.

Prekindergarten

The following performance descriptors are used to indicate a student's progress in all reported areas:

- E** Exceeds expectations on PK guidelines
- M** Meets expectations on PK guidelines
- D** Developing
- I** Skills not assessed during grading period

Kindergarten

The following performance descriptors are used to indicate a student's progress in all reported areas:

- | | |
|------------------------------|--------------------------------|
| S – Satisfactory | 3 – Meets Standard |
| N – Needs Improvement | 2 – Approaches Standard |
| U – Unsatisfactory | 1 – Below Standard |

GRADES 1-5

The District will report numerical scores to parents/guardians in all core content areas on progress reports and report cards at the end of each nine-week grading period. The following table relates the numerical scores and letter grades used to report Language Arts, Reading, Mathematics, Science, Social Studies, Conduct, and Handwriting for first through fifth grade students:

Numeric Average	Letter Grade	Description
90-100	A	Excellent
80-89	B	Good
75-79	C	Average
70-74	D	Below Average
69 and below	F	Not Satisfactory

Elementary enrichment areas such as Technology Applications, Music, Art, Physical Education, Health, and Work Habits will report performance descriptors to parents/guardians on progress reports and report cards at the end of each nine-week grading period. These performance descriptors are as follows:

- E**—Excellent
- S**—Satisfactory
- N**—Needs Improvement
- U**—Unsatisfactory

GRADES 6-12

The District will report nine-week averages to parents/guardians as numerical scores and letter grades for all courses and subjects. The following table relates the numerical scores and letter grades used for reporting all academic progress.

Numeric Average	Letter Grade	Description
90- 100	A	Excellent
80-89	B	Good
75-79	C	Average
70-74	D	Below Average
69 and below	F	Not Satisfactory

Academic Dishonesty

Academic Dishonesty is defined in the La Porte ISD Policy (EIA Local). 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, copying the work of another student, plagiarism, and unauthorized communication between students during or regarding 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.

Behaviors defined Academically Dishonest:

- Giving or receiving information, looking on someone else's work, or allowing someone else to see one's work during an exam, test or quiz.
- Unauthorized receipt, distribution, or discussion of exam, test or quiz contents, materials, or answer key.
- Use of unauthorized resources such as notes during an exam.
- Taking an exam, producing a project, paper or assignment for another student or asking someone to take an exam or produce a project, paper or assignment for an individual.
- Copying work assigned to be done independently or letting others copy one's work.

- Any plagiarism or misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, and other similar works.

Consequences:

- 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.
- A building principal will be notified of all incidents of academic dishonesty.

Best Practices and District Expectations

Types of Assessments

GENERAL

Student mastery of subject matter may be assessed in a variety of ways. Therefore, it is not necessary for all grades to be based on written paper work. Nor is it always necessary to receive a grade for every class activity or assignment completed. Although the teacher will monitor and provide feedback to students for any activity assigned, the feedback does not always need to be in the form of a grade. Assessment should always follow a period of guided practice and/or independent practice. Students' work may be evaluated for more than one subject area as appropriate. Assessments and assignment take multiple forms including written, oral, and electronic.

In grading a group project, members of a group should not be penalized for an individual's non-participation. Conversely, a student who does not fully participate, but participates to a limited degree, will receive a grade reflective of his/her participation.

Performance assessments are measures of a student's progress toward mastery of course objectives or content. There are many forms of assessment that may or may not be utilized by individual teachers. Types of performance assessments may include:

- | | |
|---------------------------|--|
| • classroom participation | • research project |
| • classroom discussions | • checklists of skills |
| • oral responses | • portfolios |
| • written responses | • enrichment |
| • homework assignments | • group work/projects |
| • experiments | • independent or group reading Performance-Based Courses |
| • teacher observation | |

FORMATIVE ASSESSMENTS

Assessments take place before, during and after the process of teaching and learning. It involves gathering and interpreting evidence of student learning from at least one point prior to the end of the unit of study. Formative assessment is the monitoring that occurs throughout the process of learning, providing students with feedback on learning progress and next step for improvement. Formative assessments are both an instructional tool that teachers and their students use while learning is occurring and an accountability tool to determine if learning has occurred.

SUMMATIVE ASSESSMENTS

These assessments are culminating assignments, which give information on students' mastery of content, knowledge, or skills and are a collection of information at the conclusion of a unit, grading period, semester, or course.

QUIZZES OR CHECKPOINTS

A quiz or checkpoint is a formative assessment that is designed to assess student knowledge along the learning journey over small chunks or concepts. These short assessments are usually less formal than examinations and consist of a few short questions that can be given without prior notification to the student.

UNIT TESTS

Unit tests are larger assessments designed to assess student knowledge over a unit of study in the curriculum. Units of study contain manageable numbers of relevant content standards that are addressed around a concept, issue, problem, or theme that contains the essential understandings and questions. The unit test poses essential questions that address selected content strands, promote students' thinking and result in active application of learning.

DISTRICT-DEVELOPED, CURRICULUM-BASED ASSESSMENTS

The District provides a variety of curriculum-based assessments (CBAs) for students in grades 2 through 12. CBAs are formative assessments to be given during and at the close of units of study and assess the TEKS addressed in the scope and sequence for the specified units. These assessments provide student progress information in time for teachers to respond to student needs with intervention or enrichment. CBAs assist with differentiation of instruction and allow teachers and administrators to monitor progress of student learning.

The District also administers secure district-developed benchmark tests in order to provide district-wide benchmark information about student achievement and to validate the efficacy of the written curriculum. These benchmark tests are not intended to be used to generate grades at the elementary level, but may be used as grades at the secondary level. The overall purpose is to produce useful information regarding campus and student needs. LPISD created benchmarks are aligned to state learning standards.

Performance-Based Courses

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include classes within the Fine Arts, Physical Education, Athletics, and Career and Technology Education (CTE) departments.

In many performance-based courses, the grading and assignments must reflect the TEKS and a measure of the student's performance. In performance-based courses, a higher percentage of the grade may come from participation.

Teachers of performance-based courses should work with the campus administration to ensure that their grading system follows both LPISD Grading and Reporting Procedures and the expectations and guidelines of the program area.

Reteach and Reassess for Mastery

La Porte Independent School district has provided a well-balanced curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

LPISD will utilize ongoing mastery assessments to determine which students need support to ensure mastery of the standards. The use of curriculum-based assessments, teacher-made tests, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

1. Teachers will monitor, identify and provide reteaching/reassessment for mastery of curriculum to all students who demonstrate need.
2. Teachers will provide reteaching as necessary.
3. Students will be reevaluated after reteaching has occurred. Reevaluation may include, but is not limited to, oral examination, special assignments or a formal test.

4. For a reevaluation on a failing grade (below 70), a grade of 70 will be the highest grade recorded on reevaluation to designate the student's mastery of the TEKS.

Acceleration (Intervention)

Acceleration (Intervention) is an integral part of the instructional program for all students and is an ongoing process. Frequent evaluation, both formal and informal, will determine the need for acceleration. Best practices for Acceleration and Intervention:

- Provides frequent reinforcement and review so that a student continues to make progress toward grade-level learning
- Occurs at the time the need is identified
- Allows the student to progress systematically through content without experiencing extended, frustrating periods of non-achievement
- Offers a variation in instructional approach - uses a new technique, strategies, materials, opportunity for review, and practice
- Includes, but is not limited to, targeted small-group instruction, tutorials and summer school

In addition, students will also be provided targeted intervention and acceleration for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR). Targeted instruction of at least 30 hours for each applicable grade/subject area will be provided to students in addition to instruction normally provided during the regular school day. Individual plans for accelerated learning will be developed for these students in partnership with teachers, administrators, and parents. Summer School options will be the primary method for delivering additional instruction.

Return of Assignments

Teachers should review and return all graded work to students within a time frame that will benefit the student. Graded daily work should be returned on a weekly basis. Larger projects should be reviewed and returned on a timely basis. This will help identify any areas of weakness and provide opportunity to arrange tutorials or extra study sessions prior to further assessment.

Required Tutorials

The purpose of a mandated tutorial session is to provide instruction to assist students who have not mastered the TEKS currently being taught. Tutorials also serve to provide instructional reinforcement for students needing assistance. All District students may attend tutorial sessions; however, students who have not mastered the TEKS (or are currently failing) will be given priority during scheduled tutorial times.

1. Tutorials will be offered before, during and/or after school for students who are not mastering the state mandated TEKS.
2. At the secondary level, each teacher must offer at least two (2) tutorial sessions per week for the purpose of helping students. Day and time of scheduled tutorials will be set by each campus. Some campuses may have mandatory tutorials within the school day. Note: Students may not be removed from any class to attend tutorials for more than ten percent of the time the class is offered without first obtaining parent permission.
3. Parents will be notified and teachers will keep record that a student requires tutorial instruction.
4. Attendance of students will be maintained by teachers.

Parent/Teacher Conferences

Parents shall be provided any relevant information concerning their student that will enhance their understanding of the student's ability, effort, success, or progress in the school program.

Communicating with parents is one of the most important responsibilities of teachers. Conferences provide an arena for collecting developmental and personal information from parents that may affect a student's learning. Developing rapport and encouraging parent involvement in the student's educational process is critical. Reporting and discussing student progress with parents is also an integral part of helping students be successful (See [Appendix B: Effective Communication with Parents/Guardians](#)).

- Report cards, progress reports and parent conferences are used to inform parents of their student's progress in school.
- Teachers shall provide an opportunity for a conference with parents once a semester. In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed. (EIA Local)

Lesson Plans

Teachers are required to prepare weekly lesson plans to assist with planning for instruction. Lesson plans are submitted to Microsoft One Drive according to campus schedule. The purpose of lesson plans is to provide a written document which outlines daily objectives and activities for instruction. The lesson plan should include instructional standards (TEKS, CCRS, ELPS), assessment strategies, strategies to address misconceptions, fully lesson cycle including direct, guided, and independent instruction, strategies for differentiation, and content-area literacy as referenced in the scope and sequence of district curriculum.

Types of Grades

MAJOR GRADES

Tests and Examinations

Examinations serve to evaluate mastery of the TEKS, concepts, understandings and District objectives. They provide opportunities to demonstrate certain knowledge or skill. Types of examination include end of unit tests, end of chapter tests, and cumulative curriculum-based assessments (CBAs).

- Nine-week tests are administered in all core content classes. These tests may be Department or team-developed.
- Curriculum unit tests may be used as nine-week tests providing that some content from the entire nine-week period is spiraled in.
- Nine-week assessments may be administered in non-core content classes.

Alternative Assessments

- Alternative assessments will reflect real-world tasks and relate to instructional objectives.
- This type of assessment often requires analyzing a task, developing a plan of action, gathering information, selecting the relevant information, and presenting appropriate information.
- The method of presentation/product should be designed by the teacher based on the subject area and content objectives.
- Alternative assessments may be substituted for major tests.
- Teachers will provide students with a rubric for long-term projects/alternative assessments.

Special Projects/Research Papers

- Research papers or projects are lengthy class work or homework assignments that may take up to several weeks for a student or group of students to complete.
- Teachers may assign research papers or projects to an individual or to a group of students as determined by the teacher.
- A rubric must be provided to the student prior to beginning the project/paper.

- Term papers or projects, assigned over a lengthy period and included on the course syllabus, are due on or before the due date. Students who are absent on the due date, including school business, must meet the deadline. There are no exceptions for late research projects.
- The special due date clause for term papers and long-term projects applies only to assignments included on the course syllabus. Long-term projects may be assigned at any time by the teachers, but the special due date clause will not apply. Penalty for these late projects will be the same as for all other late work.

Performance Assessments

Performance assessments are measures of a student's progress toward mastery of TEKS and District curriculum objectives. There are many forms of assessment that may or may not be utilized by individual teachers. Types of performance assessments include:

- classroom participation
- classroom discussions
- oral responses
- written responses
- experiments
- teacher observation
- checklists of skills
- portfolios
- enrichment
- group work/projects
- chapter/unit tests

Compositions

Compositions are formal writing assignments. Compositions often take a longer time to complete and are graded for many components. The evaluation of the writing process is the major determinant of the average.

DAILY GRADES

Class Work

Class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There could be instances where classwork becomes homework.

Quizzes or Checkpoints

A quiz or checkpoint is short assessment that may be administered to students in any subject. Quizzes or checkpoints usually consist of a few short questions and can be given without prior notification to the student.

Homework

Homework is work that is assigned to be completed at home. No new concepts should be included in homework. Homework is an effective tool in developing responsibility, study habits, and skills. It is an extension of the learning process and involves the home in the student's curriculum. It should be purposeful, related to classroom experiences, and be age and grade appropriate. The purpose and directions for the assignment need to be clearly communicated and should be preceded by instruction that adequately prepares the student to do the task independently and successfully.

Grading Homework

Homework may be evaluated in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner.

Elementary Homework Guidelines

Homework is not to be assigned on weekends or before holidays with the exception of previously scheduled special reports and/or projects. Homework assigned may not exceed the following minutes for completion:

Kindergarten	15 Minutes
Grade 1	20 Minutes
Grade 2	20 Minutes
Grade 3	30 Minutes
Grade 4	40 Minutes

Because students work at different paces, it may take some students more or less time to complete assignments. Teachers must use discretion about the amount of work given, so that homework does not consistently exceed these time limits.

Grades K-1 Homework Guidelines

- Homework should be a review or reinforcement of skills already covered in the classroom. It should not be new information for the student.
- Each student is expected to read, or be read to, 15 minutes each school night in addition to assigned homework.
- Homework is not counted as a class grade.

Grades 2-5 Homework Guidelines

- Homework completion will be recorded under “Work Habits” on the Elementary Report Cards.
- Homework should be a review or reinforcement of skills already covered in the classroom. It should not be new information for the student.
- Students are expected to complete all homework assignments.
- Each student is expected to read, or be read to, at least 20 minutes each school night in addition to assigned homework.
- The total homework should never exceed one hour.
- If two or more teachers are working with a student, the homework should be coordinated to adhere to the one-hour time frame limit.

Secondary Homework Guidelines

- Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parent/guardians to become aware of the instructional program and their student's educational program.
- Homework and classwork provide opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework and classwork should be considered extended learning opportunities for students to show mastery of concepts taught. Homework and classwork should never be assigned as punishment.
- Homework expectations for each course shall be articulated in the teacher's course syllabus. Teachers will also be aware and considerate of other courses that require homework.
- New concepts, which are introduced through homework, should only be evaluated on effort.
- Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner.

EXTRA CREDIT

1. All extra credit is to be academic.
2. Teachers may assign extra points to any assignment.
3. The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.
4. Extra credit may be offered at the discretion of the teacher.
5. If extra credit is offered, it must be offered to all students in the class.
6. Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
7. Although a student may receive extra credit, a course grade cannot exceed 100.

SEMESTER FINAL EXAMS

1. Semester Final Exams are administered in all high school credit courses at the end of the fall and spring semester.
2. Semester Final Exams are administered in all junior high courses and courses for high school credit.

3. Semester Final Exams must be representative of the work of the entire semester.
4. Comprehensive projects may be substituted for semester final exams with principal approval. The projects should incorporate similar TEKS taught in the semester curriculum. Teachers must develop a project assessment rubric that includes the appropriate level of rigor.

Elementary (PK-5) Grading and Reporting Procedures

Grading Roles and Responsibilities

Student

- To complete assigned work on time and return it to the teacher
- To plan to carefully schedule work on long-term assignments so that assignments will be completed on time
- To communicate with the teacher when he/she does not understand the assignment or is experiencing difficulty prior to due date

Parent/Guardian

- To establish a specific time, place, and manner for homework to be completed
- To provide the supplies and materials necessary to complete homework
- To monitor as needed, but not do homework for the student
- To assist the student in planning a time schedule for long-term assignments
- To initiate communication with the teacher when concerns arise

Teacher

- To provide meaningful tasks that enrich and supplement work introduced in class
- To communicate homework assignments, both regular and long-range, in an appropriate framework
- To provide effective instruction prior to assigning homework that adequately prepares the student to do the task independently and successfully
- To provide course requirements and expectations at the beginning of each grading period to students and parents
- To consider available resources, materials, and home situations when assigning a task
- To review and return homework to students within a timeframe which enhances instruction and provides a benefit to the student

Teacher Records and Gradebook

The grading record should be a teacher's record and/or file of evidence to support grades reported on the report card. Grades should be logical, justifiable, and sufficient in number to assure that the report card grade is an accurate measure of the student's progress and achievement. A sufficient number includes no less than two grades per subject per week.

Grades should reflect a balance of objectives covered. The teacher's grade record is a part of the official documentation portraying mastery of TEKS and District objectives. If possible, a description of the learning task should be included in this documentation. These records should be accurately maintained and teachers should be aware that many times grades will need to be justified. All grades should be recorded electronically using eSchool's electronic gradebook.

Gradebooks for prekindergarten and kindergarten may consist of checklists, anecdotal records, or individual portfolios. These materials should be evaluated using the curriculum guidelines. [Prekindergarten and Kindergarten Grading Information](#).

Calculating Nine-Week Averages

WEIGHT OF GRADES (GRADES 1-5)

All numeric averages reported on Progress Reports and Report Cards will be determined using a percentage grading system. In the core course of Reading, Language Arts, Mathematics, Science, Social Studies, the following percentages and assignment types will be used:

Daily Grades	80%
Major/Assessments	20%

Minimum Number of Grades

A minimum of two grades per week should be given in each core academic area (Reading, Language Arts, Mathematics, Science, and Social Studies) during each nine-week grading period. In addition, three major grades should be given in each nine-week grading period. Teachers are encouraged to have a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.

Maximum Weight of a Grade

When calculating a nine-week average, no single assignment/assessment grade may count more than 20% of the total average regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%.

Transfer Grades

Students new to the District or who enroll in a school after the start of a grading period shall be treated fairly in awarding grades. Grades shall be computed using a combination of grades from the former school and grades earned for the time the student has been enrolled in the new school.

MAKEUP WORK GUIDELINES

1. 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. (EIA Local)
2. Students shall be permitted to take tests administered in any class missed because of absence.
3. For any class missed, the teacher may assign the student make-up work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.
4. A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher
5. 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.

Unexcused Absence

The District shall not impose a grade penalty for make-up work after an unexcused absence.

Suspension

This district shall not impose a grade penalty for make-up work after an absence because of a suspension.

Secondary (6-12) Grading and Reporting Procedures

Grading Roles and Responsibilities

Student

- Complete assigned work on time and return it to the teacher

- Plan to schedule work on long-term assignments so assignments will be completed on time
- Initiate communication with the teacher when the student does not understand the assignment or if he/she is experiencing difficulty
- Complete all assignments within the time limits given by the teacher or be subject to appropriate late work guidelines
- Evaluate their own work for accuracy and seek clarification as needed from the teacher
- Maintain academic integrity and honesty. Academic dishonesty may result in behavioral and academic consequences (see [Academic Dishonesty](#))
- Students participating in extracurricular activities have grade eligibility requirements for participation

Parent/Guardian

1. Establish a specific time, place and manner for homework to be completed
2. Provide the supplies and materials necessary to complete homework
3. Monitor as needed, but do not do homework for the student
4. Assist student in planning a time schedule for long-term assignments
5. Initiate communication with the teacher when concerns arise

Campus

1. Each campus and/or department will adhere to the late work guidelines as established in the La Porte ISD Student/Parent Handbook
2. A comprehensive nine-week test schedule will be established on each campus. This schedule must be adhered to for nine-week tests
3. Nine-week tests will be developed by each campus department for some core-area courses. District-developed tests may be provided for identified core-area courses
4. Each campus will design and designate exam schedules as needed
5. Campus administration shall address issues surrounding the calculation of grades for the purpose of regaining UIL eligibility at progress reporting periods. Mastery of the content and material should be a guiding factor in determining eligibility. (See [Appendix G: UIL Eligibility and Extra-Curricular Activities](#))

Department

1. Teachers within a department/content or grade level team will confer in the development of lesson plans and assessments
2. Departmental nine-week tests will be developed if a district-developed test is not administered
3. Departmental teachers will coordinate the sharing of instructional resources

Teacher

1. Teachers are required to provide the daily lesson objectives and activities for each class. If given verbally, they should also be written out so as to provide visual information
2. Only teachers will record grades for assignments
3. All records of grades and assessments become a part of the confidential record for the assessment of student performance
4. Teachers will inform students of content covered on all major assessments
5. Teachers will not increase or decrease a classroom grade for participation or lack of participation in any extracurricular activity. Classes that require co-curricular activities as part of the learning (i.e., performance-based classes) are an exception.
6. Teachers must follow the LPSD Grading and Reporting Procedures including expectations for ensuring UIL Eligibility, and will ask for clarification from campus administration or department chairs as needed (see [Appendix G: UIL Eligibility and Extra-Curricular Activities](#)).
7. Teachers will provide students with a rubric for long-term projects, alternative assessments, compositions, and performance assessments.

Teacher Records/Gradebook

Grade records are an important record-keeping tool and should be accurately maintained. Teachers should be aware that many times grades will need to be verified; therefore, accurate record keeping is essential. All teachers will maintain the District-provided electronic gradebook.

- Grades recorded in a gradebook are documentation of a student's progress and of mastery of the TEKS and curriculum objectives.
- Grades recorded in a gradebook represent a confidential record for assessment of student performance.
- The set of grades indicated in the gradebook shall be the complete set from which the student's average is determined.
- The electronic gradebook must adhere to the calculations outlined in the LPISD Grading and Reporting Procedures.
- Only the teacher of record (or principal designee) will enter grades in the gradebook.
- Teachers will update electronic Gradebooks on a weekly basis.

COURSE SYLLABUS

All secondary teachers are required to prepare, post, and distribute a course syllabus for students during the first two weeks of the course and/or semester. The purpose of the course syllabus is to provide information, guidelines, and an overview of a teacher's requirements for successful completion of a course. The syllabus may be defined as the scope and sequence of a course's major projects and themes. It may be prepared by semester or full-year requirements. The syllabus is designed to give students and parents/guardians an overview of the course's major themes and approximate dates of major course projects, exams, or papers. Each teacher may develop his/her own format for the course syllabus, but the following elements must be included:

- Teacher name
- Course title
- Conference time
- School/Teacher phone/email contact information
- Outline or scope and sequence of major course units, themes, or projects
- Approximate timeline and due dates of long-term projects
- General method of assessment and grade calculation in compliance with LPISD Grading and Reporting Procedures
- Average amount of homework
- Assigned reading/literary works

Awarding Class Credit

Mastery of Curriculum

1. Student academic achievement shall be based upon the degree of mastery of the District's objectives which reflect the Texas Essential Knowledge and Skills (TEKS).
2. In order to be awarded a grade of 70 in a course or subject, a student must demonstrate 70% mastery of the District's objectives in any recording period.

Required Attendance

In accordance with State law, all secondary students must have ninety percent (90%) attendance in the class during the semester.

High school students may have two college visits their Senior year with two-week prior approval by their grade level assistant principal and a letter from the college or university verifying the visit. College visits during the junior year need to be approved by the principal prior to scheduling the visit.

Recovering Course Credits

Credit recovery is a structured means for students to recover missed credit (failed courses) in order to graduate. Students can recover credit in facilitated independent study online (*Edgenuity*) when scheduled by the school counselor following a review of the academic needs of the student.

Credit is also recovered if the student retakes the entire course and earns the minimum grade of 70 for the course. In some circumstances, the student may have passing grades in one or two nine-week grading periods in which the course was previously attempted. Coursework may then be assigned to recover the portions of the course that have not previously been mastered.

Calculation of Nine-week Average

WEIGHT OF GRADES

All nine-week averages shall be calculated on a percentage system for each type (category) of assignment. See [Appendix D: LPISD Secondary Grading System Planning Sheet](#)

Major Grades

1. Grades must include at least three (3) Major Grades within each nine-week grading period for all courses.
2. Major Grades will comprise 50% of the nine-week average in all grades 6 - 8 courses and high school credit courses.
3. For students in a Career and Technology Education (CTE) program requiring employment, 25% to 50% of the nine-week average may reflect employer evaluation.

Daily Grades

Daily Grades will comprise 40% of the nine-week average in all junior high school credit courses and high school credit courses. Daily Grades include: Class Work, Homework, Notebooks, Quizzes and other similar assignments

Writing across the Curriculum

All grades 6 - 12 courses will administer one or more reading/writing assignments comprising 10% of the nine-week average. Informational literacy is a critical component of academic success. Current research indicates that focusing reading assignments across the content areas improves student's skills in navigating effectively through nonfiction works (textbooks, primary sources, math problems, etc.). All teachers are responsible for helping students master the content of a particular course and for making content-specific reading a more meaningful, valuable, and enduring learning experience. Additionally, assessment data clearly demonstrates the writing skills development is a critical need for LPISD students. Campuses should develop plans to systematically address writing across the curriculum.

Minimum Number of Grades

A minimum of **two** grades per week should be given in all subjects/courses and at least **three** major grades should be given during each nine-week grading period. Teachers are encouraged to have a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.

Maximum Weight of a Grade

When calculating a nine-week average, no single assignment/assessment grade may count more than 20% of the total average regardless of the grade category. It should be noted, however, that some major projects (i.e. Research Papers) may comprise more than one assignment. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%.

Incomplete Grades

A student receiving an incomplete and/or a zero for a missed Semester/Final Exam has one (1) week to convert the incomplete grade to an earned grade. In unusual cases, where the student has missed a large quantity of work, the time may be extended. In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work (See [Appendix G: UIL Eligibility and Extra-Curricular Activities](#)).

Transfer Students

Transfer students who were not previously enrolled in school will demonstrate mastery of course content through district/campus developed assessment over previously taught content. Teachers may assign additional assignments that are relevant in preparing students for the assessment.

Schedule Changes

Schedule changes can have a significant impact on the calculation of the nine-weeks average. As a result, schedule changes will be considered during the first five (5) class days for the following reasons only:

- Student is a senior not scheduled in a course needed for graduation
- Student has already earned credit for a course in which he/she is currently scheduled
- Student does not have the prerequisite(s) for a class listed on his/her schedule
- Student has previously failed this course with the same teacher
- Student has been dismissed from a program where approval must be granted for placement
- Student does not have a full schedule
- Data entry error (no lunch, class listed twice, free period, etc.) has occurred
- A class is listed that the student did not request

Course Level Changes

Course level changes will be considered only during three exit points: in May after initial course registration, at the end of the first nine weeks grading period and at the end of the semester. To be considered for a transfer from a Pre-AP or AP course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, and by conferencing with his/her teacher. The parent must conference with the teacher before a course level change will be considered. If these conditions are met and the student is earning less than a grade of 75, that student will be considered for a change. Space availability in the receiving course will be a consideration for a course level change.

Calculation of Semester Average

All secondary courses will calculate and report a semester average. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%. Grades recorded in a grade book represent a confidential record for assessment of student performance.

Junior High Courses:

The final semester grade will be the average of the three nine-weeks grading periods as follows:

Cumulative Nine-weeks Average (Three nine-weeks averaged together)	90%
Final Exam	10%

The final course grade will be calculated by averaging the two final semester grades.

Junior High Courses for HS Credit

Junior High Courses that earn students high school credits (i.e.; Algebra I, Spanish I, Art I, etc.) are subject to different semester calculations aligned to high school. Course credit is awarded by semester. The semester average is determined using the nine-week averages and the Semester final exam.

Cumulative Semester Average (Three nine-weeks averaged together)	80%
Semester Final Exam	20%

High School Credit Courses:

Course credit is awarded by semester. The semester average is determined using the nine-week averages and the Semester final exam.

Cumulative Semester Average (Three nine-weeks averaged together)	80%
Semester Final Exam	20%

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Reteach and Retest/Reassess for Mastery

Mastery Of Texas Essential Knowledge and Skill

La Porte Independent School district has provided a well-balanced curriculum on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

LPISD will utilize ongoing mastery assessment to determine which students need intervention. The use of formative and summative assessments will help determine which students are not mastering instructional objectives.

Required Reteach

1. If **25% or more** of the students in a single preparation per teacher do not demonstrate mastery of the TEKS on a classroom test, the teacher will provide the opportunity for reteaching and retesting. These opportunities will be provided during class time using different methods of instruction. (Nine-week Tests, Benchmark Tests, and Semester/Final Exams are excluded).

Students with three or more zeros on assignments over the assessed material may be excluded from the calculation of the 25%. Extenuating circumstances may be taken into consideration.

Required Retest/Reassess for Mastery

The 25% or more of the students who do not demonstrate mastery are re-evaluated after they are re-taught or after activities are provided. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections or a formal test.

Grading (6-12) and Reporting Procedures

A student must score at least 70% on the re-evaluation to demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS). If a student fails to demonstrate mastery on the re-evaluation of the TEKS, the higher of the two grades is recorded.

Other Opportunities for Reteach and Retest/Reassess

If less than 25% of all the students in a single preparation per teacher fail to demonstrate mastery, the teacher is not obligated to reteach and retest during class time. Tutorial time may be used for reteaching.

In the event of unusual circumstances, an individual student can ask for the opportunity for reteaching and retesting. This request can be evaluated by a committee of the teacher, department head, and curriculum principal. In case of disputes, the final decision rests with the head principal. The request for a retesting should be made within one week after the test has been returned.

Makeup Work

In order to provide the total assessment "picture" of a student's academic progress for a course, any student missing classroom instruction should be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study.

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)

Tests

Students shall be permitted to take tests administered in any class missed because of absence.

For any class missed, the teacher may assign the student make-up work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher.

Late Work/Projects

1. Late work is graded in the same manner in all classes at the intermediate and high school levels. The table below shows the minimum percent of the earned grade that a student will be awarded for late work:

Days Late	Percent of Grade Received by Student	Example(s)
1 School Day	80%	100 records as 80 ($100 \times 0.20 = 20$ points off) 80 records as 64 ($80 \times 0.20 = 16$ points off) 60 records as 48 ($60 \times 0.20 = 12$ points off)
2 School Days	60%	100 records as 60 ($100 \times 0.40 = 40$ points off) 80 records as 48 ($80 \times 0.40 = 32$ points off) 60 records as 36 ($60 \times 0.40 = 24$ points off)
3 or more School Days	0%	No credit given-grade of zero (0)

2. Chronic abuse, more than three late assignments during any one nine-weeks grading period, may result in additional consequences.
3. Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student is to inform the teacher of any such circumstances that prevented the completion of the homework. Teachers may grant exceptions to this policy, as necessary.
4. Long-term projects and term papers that are included on the syllabus at the beginning of the Fall and/or Spring semester are due on the announced due date. The student who is absent for any reason on the due date, including school business, must meet the deadline. The teacher will accept all late papers/projects turned in up to two weeks after the due date for the purpose of providing feedback, but a grade of zero will be assigned.

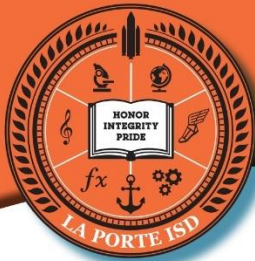
Unexcused Absence

The District shall not impose a grade penalty for make-up work after an unexcused absence.

Suspension

This District shall not impose a grade penalty for make-up work after an absence because of a suspension.

Appendix A: Instructional Calendar for 2022-2023



La Porte ISD

2022 - 2023 INSTRUCTIONAL CALENDAR

Important Dates	
Aug. 16	First Day of Instruction – 9th Grade
Aug. 17	First Day of Instruction – PreK - 8th, 10th - 12th Grades
May 25	Last Day of Instruction
	Graduation – The Academy of Viola DeWalt High School
May 26	Graduation – La Porte High School
Feb. 20	Inclement Weather Day
Apr. 7	Inclement Weather Day

Student Holidays	
Sept. 5	Labor Day
Oct. 7 - 10	Student Holidays
Nov. 8	Election Day
Nov. 21 - 25	Thanksgiving Break
Dec. 19 - Jan. 3	Winter Break
Jan. 16	Martin Luther King, Jr. Day
Feb. 16 - 20	Student Holidays
Mar. 13 - 17	Spring Break
Apr. 7	Good Friday

State Assessment Dates	
Dec. 6 - 9	STAAR Eng I, Eng II, Alg I, U.S. History, Bio I EOC Retest
Apr. 4 & 6	STAAR Eng I, Eng II EOC
May 4 & 5	STAAR 8th Science, Social Studies
May 9 - 12	STAAR Alg I, U.S. History, Bio I EOC
May 16 - 19	STAAR 3-8 ELA, Math, 5th Science
June 20 - 23	STAAR Eng I, Eng II, Alg I, U.S. History, Bio I EOC Retest

Campus Schedules	
High Schools	
7:00 a.m. – First Bell	
7:10 a.m. – Tardy Bell	
2:35 p.m. – School Days Ends	
Early Dismissal 7:00 a.m. – 10:30 a.m.	
Junior Highs/James H. Baker Sixth Grade Campus	
8:25 a.m. – First Bell	
8:30 a.m. – Tardy Bell	
4:00 p.m. – School Days Ends	
Early Dismissal 8:25 a.m. – 12:10 p.m.	
Elementary Schools	
7:40 a.m. – First Bell	
7:50 a.m. – Tardy Bell	
3:15 p.m. – School Days Ends	
Early Dismissal 7:40 a.m. – 11:20 a.m.	

Student Days

Total Number of Student Days 171

July 2022						
S	M	T	W	T	F	S
					1	2
3	H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	(17)	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	H	6	7	8	9	10
11	12	13	14	15	E	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	H	8
9	H	11	12	13	14	15
16	(17)	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	H	9	10	11	12
13	14	15	16	17	18	19
20	H	H	H	H	H	26
27	28	29	30			

December 2022						
S	M	T	W	T	F	S
						1
4	5	T	T	T	T	10
11	12	13	14	15	E	17
18	H	H	H	H	H	24
25	H	H	H	H	H	31

January 2023						
S	M	T	W	T	F	S
1	H	H	(4)	5	6	7
8	9	10	11	12	13	14
15	H	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	H	H	18
19	H*	21	22	23	24	25
26	27	28				

March 2023						
S	M	T	W	T	F	S
				1	2	3
5	6	7	8	9	10	11
12	H	H	H	H	H	18
19	(20)	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
S	M	T	W	T	F	S
						1
2	3	T	5	T	H*	8
9	10	11	12	13	14	15
16	17	T	T	T	T	22
23	24	T	T	T	T	29
30						

May 2023						
S	M	T	W	T	F	S
	1	T	T	T	T	6
7	8	T	T	T	T	13
14	15	16	17	18	19	20
21	22	23	24	(E)	26	27
28	29	30	31			

June 2023						
S	M	T	W	T	F	S
						1
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	T	T	T	T	24
25	26	T	T	T	T	

- First & Last Day of Instruction
- () Elementary and Secondary Grading Period

- T State Assessment Dates
- H Holiday
- * Inclement Weather Make-up Day
- E Early Dismissal



Every Student's Success is Our #1 Priority Printed by LPISD Communications

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Appendix B: Effective Communication with Parents/Guardians

Communicating with parents/guardians is one of the most important responsibilities of teachers. Conferences provide an arena for collecting developmental and personal information from parents/guardians that may affect a student's learning, for developing rapport and encouraging parent/guardian involvement in their student's educational process, and for reporting and discussing student progress with parents/guardians. Accurate and diagnostic reports encourage parents/guardians to participate in the education of their students, help increase mutual understanding, good will and cooperation in the home, and aid in student guidance.

In addition to sending out the regular reports, teachers should inform parents/guardians promptly when problems appear. Any time a student's grade falls below 74 in an academic subject at the nine weeks reporting time, the student and parent/guardian should be notified.

Teachers are encouraged to confer with parents/guardians as well as counselors, especially in instances where the student is experiencing difficulty.

Reports to parents/guardians serve as an instrument of student guidance. An effective report promotes better adult-student relationships because it helps the parents/guardians better understand the student.

An effective report will:

- inform parents/guardians of the progress of their student
- help students accept responsibility for their own progress
- assist parent/guardians in cooperating with the school to further the student's progress
- bring about good relations between home and school
- be meaningful to teachers, students, and parents/guardians
- encourage good human relations and eliminate antagonism, resentment, or other negative attitudes toward school or teacher
- reflect a student's strengths as well as his/her weaknesses and failures
- stimulate a desire on the part of parent/guardians and students to overcome weaknesses and to achieve greater success
- focus on an educational objective.

Parent/Guardians want to know:

- whether or not the student is doing as well as he/she can do
- how well the student is doing in terms of what the school expects for his/her chronological and mental age level and his/her grade placement
- the student's strong points on which he/she can build in the future

It should be remembered that what the student says and does when he/she arrives home from school often makes an impression upon parents/guardians that far outweighs any other report that the school might make. Reports to parents/guardians should bring cooperation between the home and the school so that students will benefit. No matter what form of reporting is used, the information conveyed is highly personalized when it reaches the student. He/she is greatly affected by it and, unless it encourages his/her growth, it may be injurious to him/her.

Appendix C: La Porte Independent School District Course Syllabus

Each secondary teacher in the La Porte Independent School District furnishes a course syllabus to students and parents during the first week of a course. This document contains general information about the course in which the student is registered and specific information from the teacher regarding the section in which the student is enrolled.

Course Title: _____

Teacher Name: _____

Teacher Conference Time: _____

School/Teacher Phone Number: _____

Contact Information: _____

Approximate Timelines and Due Dates of Long-Term Projects:

General Methods of Assessment and Grade Calculation:

Average Amount of Homework:

Assigned Reading/Literary Works not contained in course textbook:

For all state-approved courses, the State of Texas has developed the Texas Essential Knowledge and Skills (TEKS) which define the guidelines under which La Porte ISD must develop the objectives for the course. These TEKS are cross-referenced to the LPISD curriculum objectives. In addition, LPISD objectives are also cross-referenced to the State of Texas Assessments of Academic Readiness (STAAR) objectives.

The complete TEKS document, which was approved by the Texas State Board of Education, may be found on the internet at www.tea.state.tx.us/teks and is accessible to teachers, parents, and students.

Appendix D: La Porte ISD Secondary Grading System Planning Sheet

Teacher Name _____ Campus _____

Course _____ Principal Approval _____

Please outline the types of assignments that will comprise your grading system and return a copy of this sheet to your campus principal. The method for calculating grades should also be clearly communicated to students and parents via your course syllabus. If all preparations are not graded with the same system, complete a sheet for each preparation.

All LPISD secondary teachers will use a percentage system and adhere to the LPISD Grading and Reporting Procedures.

Assignments may still be "weighted" and/or have differing "point values"; however, the gradebook will calculate an average for each grading category (assignment type). The final nine-week average will be calculated using these category sub-averages at the percent indicated for each.

Major Grade assignment types may include tests, examinations, nine-week assessments, Benchmark tests, projects, term papers and other assignments. Required nine-week tests/assessments are in this category and should not be listed as a separate assignment type as LPISD Grading and Reporting Procedures indicate nine-week tests are to count the same as other major tests.

"Daily" Grade assignment types may include daily work, classwork, homework, notebooks, quizzes and other assignment types.

You may assign as many category types as necessary, but it is suggested that you keep a simple system and further distinguish assignments in the assignment names.

THE TOTAL PERCENTAGE OF MAJOR GRADES AND THE TOTAL PERCENTAGE OF DAILY GRADES MUST BE WITHIN THE FOLLOWING RANGES.

All Secondary Credit Courses	
Major Assignments	50%
Daily Assignments	40%
Writing Assignments/Assessments	10%
	100% Total

Indicate your assignment categories to be used in the *eSchool* gradebook with the percentage each will count. Once entered into the *eSchool* gradebook, there will be no distinguishing between Major and Daily grades.

Major Grades	Percent
Total of Major Assignments	50%

Daily Grades	Percent
3-Week Checkpoints	
Total of Daily Assignments	40%

Appendix E: Teacher Acknowledgement

La Porte ISD Instructional, Grading, and Reporting Procedures Teacher Acknowledgement Form

My signature acknowledges that I have read the 2022-2023 Instructional, Grading, and Reporting Procedures and will abide by the standards, policies, and procedures defined or referenced herein. I am aware that the Instructional, Grading, and Reporting Procedures manual is available to me on-line at the District's website located at www.lpsd.org.

I understand that changes in District policies may supersede, modify, or eliminate the information summarized in this manual. As the District provides updated policy or procedures information, I accept responsibility for reading and abiding by the changes.

Print Name

Signature

Campus/Department

Date

Signed Forms are due to your campus principal on or before August 17, 2022.

Appendix F: LPSD Instructional Grade Reporting Calendar: 2022-2023

Prekindergarten and Kindergarten

PK/K Grading Period	CLI Engage and LPISD Report Card Assessment Window	Report Card Due to Parents
Grading Period 1: 55 Days	October 17 - November 4, 2022	November 11, 2022
Grading Period 2: 58 Days	February 6 - February 24, 2023	March 3, 2023
Grading Period 3: 50 Days	April 24 - May 15, 2023	May 25, 2023

First – Twelfth Grade

Grading Period (1-12)	Teachers Cut Off for PR 1	PR 1 Due to Parents	Teachers Cut Off for PR2	PR 2 Due to Parents	Teachers Cut-Off for NW Grades	Report Cards Due to Parents
Grading Period 1:	September 2, 2022	September 9, 2022	September 23, 2022	September 30, 2022	October 14, 2022	October 21, 2022
Grading Period 2:	November 4, 2022	November 11, 2022	December 2, 2022	December 9, 2022	December 16, 2022	January 6, 2023
Grading Period 3:	January 23, 2023	January 30, 2023	February 10, 2023	February 15, 2023	March 10, 2023	March 24, 2023
Grading Period 4:	April 6, 2023	April 14, 2023	April 28, 2023	May 5, 2023	May 25, 2023	June 2, 2023

Appendix G: UIL Eligibility and Extra-Curricular Activities

La Porte ISD Eligibility Calendar

LPISD publishes an official eligibility calendar annually. The calendar is distributed to teachers and campus staff by the campus administration and athletics department. This calendar is strictly adhered to. Please maintain a copy for your reference.

Official Eligibility Grade Check Dates

This is the established calendar date for the official grade check.

Gain/Lose Dates.

Students will gain eligibility if they are passing ALL classes or lose eligibility if they fail ANY class (excluding those identified as Advanced Academic Courses).

Gain Only Dates

Ineligible students have the opportunity to regain eligibility if they are passing ALL classes, not just the ones they were failing (excluding those identified as Advanced Academic Courses).

Grade Period Dates

This is the effective date that students regain or lose eligibility at the end of the school day. It is seven calendar days after the official eligibility check.

Advanced Academic Courses

Generally, a student who receives a grade below a 70 in any course at the end of a grading period will not be eligible to participate in any extracurricular activity for at least three weeks.

Per the La Porte ISD Student Handbook, if a student receives a grade below a 70 at the end of a grading period in an Advanced Placement or International Baccalaureate course; or an honors course or dual credit course in English language arts, mathematics, science, social studies, economics or languages other than English, that student remains eligible for participation in all extracurricular activities.

University Interscholastic League (UIL) Eligibility

(Refer to the UIL website www.uil texas.org)

1. A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any class (other than an identified class eligible for exemption) or a student with disabilities who fails to meet the standards in the Individual education Plan (IEP) may not participate in extracurricular activities for three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility after the seven-day waiting period has ended following a grading period or the three school week evaluation period when the principal and teachers determine that he or she has earned a passing grade (70 or above) in all classes, other than those that are exempted.
2. All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of each nine-week grading period. Students who pass remain eligible until the end of the next grading period.
3. All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of grades before the student represents the school. This provision applies to all grading periods. It also applies to all three school week evaluation periods for ineligible students.