



**Instructional
Grading & Reporting
PROCEDURES**

***Grades Prekindergarten - I2
2017-2018***

La Porte Independent School District

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 provide assistance to 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 Instructional, Grading, and Reporting Procedures

LPISD Curriculum and Instruction Prekindergarten-12

State and Local Curriculum

State Curriculum

Curriculum content is prescribed by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS). Local instructional plans are based upon this State curriculum frameworks and state recommended program standards. 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, Art, Music), Physical Education/Wellness, Theater Arts, Technology Applications, and if desired, Languages Other Than English (LOTE).

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 guides 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.

Accommodated, Modified or Alternate Curriculum

LPISD has developed grading guidance documents to support ARD decision-making for students who are on accommodated, modified or alternate curriculums. These documents can also be found on the district website under the special education link in the Grading Guidance for Students with Disabilities folder.

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* EHBC]

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 grade 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 all subject areas and a grade of 70 or above in the following areas: 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

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.

1. All elementary students will receive a Progress Report at the mid-point of the nine-week period (4th weeks).
2. All secondary students will receive a Progress Reports at the end of the third and sixth week of a grading period.
3. It is the student's responsibility to deliver the Progress Report to the parent/guardian.
4. The progress report is to be signed by the parent and returned to the teacher/school.

5. It is imperative that parents be contacted at any time the student is in danger of failing or if there is a significant drop in grades. It is strongly suggested that parents/guardians be contacted at a time it becomes apparent that failure is possible or if a student's grade drops by 10 or more percentage points.
6. Weekly progress reports shall be issued for all students with a grade of 74 or lower in all core subject areas.
7. Telephone or electronic contact with parents/guardians should be made when a Progress Report is not returned with parent/guardian signature or when more immediate notification of possible failure is required. Teachers should maintain a telephone or electronic log of contacts and attempted contacts with parents/guardians.

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 computer generated.
2. Report Cards are issued once at the end of each nine-weeks/six-weeks grading period.
3. It is the student's responsibility to deliver the Report Card to the parent/guardian (secondary Report Cards are mailed for the fourth nine-weeks).
4. Report Cards require a parent/guardian signature indicating they have seen the Report Card.

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. Students will receive access information at school (parent/guardian permission is required at Elementary and Junior High School).
5. Parent/guardians should contact the school regarding access information. All account information must be acquired in person with photo identification.

Academic Grading Scales

Prekindergarten

The Prekindergarten Report Card is designed to assist teachers in evaluating the ongoing growth and development of students. Parent/teacher conferences are suggested during the first and third reporting period. The printed Report Card is used for the second and fourth reporting period.

The following symbols 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

Kindergarten

The Kindergarten Report Card and First Grade Report Card are designed to assist teachers in evaluating the ongoing growth and development of students.

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

- IA** - Independently Applies Learning
- SD** - Steadily Developing
- NS** - Needs Support

Grades 1-5

The District will report nine-week averages to parents/guardians as numerical scores in core content areas and through development symbols in enrichment areas.

The following table relates the numerical scores and letter grades used to report Language Arts, Reading, Writing, Mathematics, Science and Social Studies for first grade students:

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

Technology Applications, Fine Arts, Physical Education, Health and Work Habits will be reported with the following for first grade students:

E	Excellent
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

The following table relates the numerical scores and letter grades used to report Language Arts, Reading, Writing, Mathematics, Science, Social Studies, Technology Applications, Fine Arts, Physical Education and Conduct for second through fifth grade students:

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

Grades 6-12

The District will report six-week averages to parents/guardians as numerical scores and letter grades.

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 Progress
80-89	B	Good Progress
75-79	C	Average Progress
70-74	D	Poor Progress
69 and below	F	Not Satisfactory

Academic Integrity

Academic Dishonesty is defined in the La Porte ISD Policy (EIA). 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 as cheating:

- 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.

Behaviors defined as plagiarism:

- Any 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.

Academic Dishonesty will result in academic and/or behavioral consequences.

1. A grade of zero will be given on the work involved, and the grade of zero will be averaged with the other grades.
2. A building principal will be notified of all incidents of academic dishonesty.
3. Other actions as determined by the building principal, which may include assignment to In-School Suspension (ISS).

Elementary (PK-5) Grading and Reporting Procedures

Grading Roles and Responsibilities

Student

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

Parent/Guardian

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

Teacher

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

Teacher Records/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 there 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 legibly.

Gradebooks for prekindergarten, kindergarten and first grade may consist of checklists, anecdotal records, or individual portfolios. These materials should be evaluated using the curriculum guidelines.

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 allow the student to identify any areas of weakness and arrange for tutorials or extra study sessions prior to assessment.

Elementary (PK-5) Grading and Reporting Procedures

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 at least twice a week before or after school for students who are not mastering the state mandated TEKS.
2. Parents will be notified and records maintained by teachers that a student requires tutorial instruction.
3. Attendance of students will be maintained by teachers.

Lesson Plans

Elementary teachers are required to prepare weekly lesson plans to assist with planning for instruction. The purpose of lesson plans is to provide a written document, which outlines daily objectives and activities for instruction. The lesson plan should include state and district objectives as referenced in the scope and sequence of DISTRICT CURRICULUM. Lesson plans are turned in weekly.

Parent/Teacher Conferences

Parents shall be provided any relevant information concerning their child that will enhance their understanding of the child'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 child's learning. Developing rapport and encouraging parent involvement in the child's educational process is critical. Reporting and discussing student progress with parents is also an integral part of helping students be successful.

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)

A combination of report cards, progress reports and parent conferences is used to inform parents of their child's progress in school.

Weekly progress reports shall be issued for all students with a grade of 74 or lower in all core subject areas.

Grade Level Expectations Overview

Teachers will provide an overview of the grade level expectations to students and parents at the beginning of the school year.

Teacher WebPages

La Porte ISD hosts individual teacher webpages. Please check individual campus websites.

Elementary (PK-5) Grading and Reporting Procedures

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 paper produced. Although the teacher will monitor and provide feedback to students for any activity which they assign, 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.

Performance-Based Courses

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include courses within the Fine Arts and Physical Education 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 is in compliance with both LPISD Grading **and** Reporting Procedures and the expectations and guidelines of the program area.

Major Assessments

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

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

Elementary (PK-5) Grading and Reporting Procedures

Compositions

In writing, 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

Daily Work

Class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process.

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 child'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 child to do the task independently and successfully.

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

Kindergarten	15 Minutes
Grade 1	20 Minutes
Grade 2	20 Minutes
Grade 3	30 Minutes
Grade 4	40 Minutes
Grade 5	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.

Grades 2-5 - 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.
- 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.

Elementary (PK-5) Grading and Reporting Procedures

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.

Extra Credit Points

Teachers may assign extra points to any assignment; however, no "additional" assignments are given solely as extra credit. The instructional process at the elementary level stresses multiple opportunities for student success.

Calculating Nine Weeks Averages

Weight of Grades (Grades 1-5)

1. All numeric averages reported on Progress Reports and Report Cards will be determined using a percentage grading system.

Reading, Mathematics, Science, Social Studies

2. The following percentages and assignment types will be used:

Daily Grades	80%
Major Grade/Assessments	20%

Writing

3. The following percentages and assignment types will be used:

• Conventions Embedded within Student Writing - 2 grades per nine weeks	25%
• Quality of Composition - 2 grades nine weeks	25%
• Application of Composing & Revising Strategies 2 grades per nine weeks	25%
• Participation 2 grades per nine weeks	25%

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%.

Minimum Number of Grades

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

Maximum/Minimum Grade Reported

When an elementary student receives a grade below 50, the actual grade will be recorded in the gradebook and averaged with rest of the grades.

Elementary (PK-5) Grading and Reporting Procedures

Assignment Format

Teachers may deduct no more than 5 percent on a paper for an incomplete heading.

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.

Reteach and Reassess for Mastery

Mastery of Texas Essential Knowledge and Skills

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 assessment to determine which students are in need of remediation (reteaching and acceleration). The use of benchmark tests, teacher-made tests, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

1. Teachers will monitor and identify students who need reteaching.
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 assessment grade (below 70), a grade of 70 will be the highest grade recorded on reevaluation to designate the student's mastery of the TEKS. Students will be provided one opportunity for reassessment.

Example: If the reassessment grade is 95 out of 100, a grade of 70 will be recorded. If the first assessment and the reassessment are both below 70, the higher of the two grades will be recorded.

Acceleration (Intervention)

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

- Provides frequent reinforcement and review so that a student does not "get too far behind"
- 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

Elementary (PK-5) Grading and Reporting Procedures

Late Work in Grades 3 - 5

Late work penalties are ten points deducted each day for the first three days that work is late. A zero is recorded after the third day.

Days Late	Percent of Grade Received by Student	Example(s)
1 Day	90%	100 records as 90 ($100 \times 0.10 = 10$ points off)
2 Days	80%	100 records as 80 ($100 \times 0.20 = 20$ points off)
3 or more Days	0%	No credit given-grade of zero (0)

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.
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

1. Complete assigned work on time and return it to the teacher.
2. Plan to schedule work on long-term assignments so assignments will be completed on time.
3. Initiate communication with the teacher when the student does not understand the assignment or if he/she is experiencing difficulty.
4. Complete all assignments within the time limits given by the teacher or be subject to appropriate late work guidelines.
5. Evaluate their own work for accuracy and seek clarification as needed from the teacher.
6. Maintain academic integrity and honesty. Academic dishonesty may result in behavioral and academic consequences (see **Academic Integrity**).
7. 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.
6. Enroll in "Home Access" to be able to monitor student progress online.

Campus

1. Each campus and/or department will adhere to the late work guidelines as established in the La Porte ISD Grading Procedures and Student/Parent Handbook.
2. Six-week tests will be developed by each campus department. District-developed unit tests may be provided for identified core-area courses.
3. Campus administration shall address issues surrounding the calculation of grades for the purpose of regaining UIL eligibility at the three-week grade checks. Mastery of the content and material should be a guiding factor in determining eligibility.

Department

1. Teachers within a department, content or grade level team will confer in the development of lesson plans and assessments.
2. Departmental six 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. Teachers are required to communicate homework assignments.
3. Only teachers will record grades for assignments.
4. All records of grades and assessments become a part of the confidential record for the assessment of student performance.
5. Teachers will inform students of content covered on all major assessments.
6. Teachers will not decrease a classroom grade for lack of participation in any optional activity.
7. Teachers must follow the LPISD Grading and Reporting Procedures and ask for clarification from campus administration or department chairs as needed.
8. Teachers will provide students with a rubric for long-term projects/alternative 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.

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

Note: Teachers shall retain copies of all major assessments/projects (including semester final examinations), as well as copies of student results, including scantrons, on those assessments/projects, for a period of one academic year.

Return of Assignments

Teachers should review and return all graded work to students within a time frame that will benefit the student. Daily work should be returned within two to four scheduled class days. Larger projects should be reviewed and returned on a timely basis (within one week if feasible). This will allow the student to identify any areas of weakness and arrange for tutorials or extra study sessions prior to assessment.

Required Tutorials

The purpose of a tutorial session is to provide targeted instruction to assist students who have not mastered the TEKS currently being taught. Tutorials also serve as an instructional reinforcement for students needing assistance. All LPISD students are welcomed and encouraged to attend tutorial sessions; however, students who have not mastered the TEKS (or are currently failing) should be given priority during scheduled tutorial times.

1. Each teacher must offer at least two (2) tutorial sessions per week for the purpose of providing assistance to 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.
2. Campuses may also schedule mandatory tutorial sessions for students that have failed to meet standards on state assessments. Students scheduled to attend these sessions are required to attend under compulsory attendance laws.
3. A log of students attending tutorials will be kept on campus.

Lesson Plans

The purpose of a lesson plan is to provide a written document outlining daily objectives and activities for instruction. The lesson plan should include state, district, and campus objectives reflecting required TEKS.

1. All secondary teachers are required to prepare weekly lesson plans to assist with planning for instruction.
2. Lesson plans should be documented in Eduphoria/Forethought on a scheduled basis according to the campus specific schedule and process.

Parent/Guardian-Teacher Conferences

A teacher will schedule one or more conference(s) with the parent(s)/guardian(s) of a student if the student is not maintaining passing grades, is not achieving the expected level of performance, or in any other case that the teacher considers necessary. This conference may be requested by indicating so on the three-week Progress Report. Such conferences may be handled by telephone or in person.

Each teacher is required to notify parents/guardians to schedule a conference at the six weeks grading period if the grade is below the level required for course credit or grade level advancement.

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
- 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

Teacher Web Pages

Teachers are strongly encouraged to develop individual teacher web pages in order to facilitate communication with parents and students. Teachers with individual web pages are required to keep them updated.

Awarding Class Credit

Mastery of Objectives

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, the student must have ninety percent (90%) attendance in the class during the semester.

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. Approval for visits their junior year need to be approved by the principal prior to scheduling the visit. These absences for approved college visits do not affect exemption for final exams.

Credit Recovery Course Guidelines

Credit recovery (CR) 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 for a failed course may be recovered as described below.

Credit is 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 six-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 passed. The semester grade is determined by averaging the grade for the recovered grading period(s) with the grade(s) from the previously passed grading period(s). A maximum grade of 80 may be assigned for the grading period and/or the course when a student is retaking a course for credit recovery. A grade of 50 will be awarded for students not making appropriate progress during any grading period or for students that fail to complete the course.

Procedures: The teacher will assign work to students recovering credits through the completion of online coursework provided through Edgenuity. Online folders of work are provided based on the student's scheduled coursework. With the exception of required reading assignments, all assignments must be completed within the CR class so that work is monitored and facilitated by the CR. Students receive instruction and assistance as needed to provide them the opportunity for successful completion of assigned coursework. The Edgenuity grade is calculated within the Edgenuity online grade book.

Due to the unique needs of the online setting, the following expectations are shared with students at the start of their online credit recovery experience:

Access

- Coursework is to be completed at school during the school day.
- If necessary, additional time may be completed at school during tutorials, detention, and/or makeup hours for absences.

Action

- Work completed away from school does not accumulate credit toward course completion and will be considered practice work.
- Practice work will be reassigned to complete credit at school.

Expectations

- Students are to remain alert and on task throughout the Edgenuity class period(s).
- Use of effective academic strategies such as remaining focused, taking notes, and working with the Edgenuity teacher are encouraged and expected.
- Edgenuity coursework is intended to allow students to accelerate course completion. Students are expected to complete each course within a nine-week time period unless assigned differently by the counselor/Edgenuity facilitator/campus administrator.

Types of Assessments

General

Student mastery of course objectives may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have as their source written paper work. Nor is it always necessary to receive a grade for every paper produced. Although the teacher should always monitor and provide feedback to students for any activity that he/she assigns, 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.

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 include:

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

Performance-Based Courses

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

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 campus administration to ensure that their grading system is in compliance with both LPISD Grading and Reporting Procedures and the expectations and guidelines of the program area.

Major Grades

Test/Examinations

Tests and examinations measure performance based on the TEKS or content. They serve to evaluate mastery of the TEKS, concepts, understandings, and District objectives, and provide opportunities to demonstrate certain knowledge or skills.

Grading (6-12) Grading and Reporting Procedures

1. Test/Examinations are assessments designed to measure a student's successful attainment of the TEKS as expressed in the LPISD curriculum guides.
2. Major examinations or tests are chapter, unit, concept, or cumulative (weekly, three, or six weeks) assessments.
3. Major tests must be scheduled and announced in advance.
4. Major tests are intended to take more than half of the class period to complete.

Six-Week Tests and/or Assessments

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

Alternative Assessments

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

Special Projects/Research Papers

1. 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.
2. Teachers may assign research papers or projects to an individual or to a group of students as determined by the teacher.
3. A rubric must be provided to the student prior to beginning the project/paper.
4. 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.
5. 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.
6. Teachers are required to conduct weekly progress checkpoints on all long-term assignments.

Daily Grades

Daily Work

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

Homework

Homework should be used to enrich and strengthen classroom experiences. 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. Each teacher will prepare a syllabus that states the average amount of homework given weekly. Teachers will also be aware and considerate of other courses that require homework.

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 child's educational program.

New concepts, which are introduced through homework, should only be evaluated on effort.

Grading Homework

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.

Formative Assessments

Formative assessments are short assessments, intended to take no more than 20 minutes to complete, and designed to evaluate a student's level of understanding and progress towards instructional objectives. Formative assessments do not have to be scheduled in advance.

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.

Extra Credit

1. Extra credit may be offered at the discretion of the teacher.
2. If extra credit is offered, it must be offered to all students in the class.
3. All extra credit is to be academic.
4. The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.
5. Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
6. Extra credit awarded will not account for more than 5% of the six-week average.
7. Teachers will not decrease a classroom grade for lack of participation in any optional activity.

Calculation of Six-Week Average

See Appendix: **LPISD Secondary Grading System Planning Sheet**

Weight of Grades

All six-week averages shall be calculated on a percentage system for each type (category) of assignment. Campus administration may standardize weighting within content areas for consistency.

Major Grades

1. Major Grades will comprise 40% to 60% of the six-week average in all grades 6 - 8 courses and high school credit courses. Note: **Teachers are required to assign at least two, but no more than three, assignments for major grades during each grading period. Individual major grade assignments should not be so closely linked that performance in one assignment directly impacts the grade in another assignment.**
2. Major Grades include: Alternative Assessments, Examinations/Tests, Projects, Research Papers, Six-Week Tests, and other similar assignments

3. Six-week tests/assessments (department developed) will be given at the end of each six weeks. These tests/assessments will count the same as all other class tests/assessments except for final exams. Note 1: Campuses that systematically use DISTRICT CURRICULUM unit examinations for formative assessments have the option to forgo six week assessments with campus administration approval. Note 2: Final exams may be combined with the 3rd/6th six-week exams by including representative content from prior grading periods.
4. For students in a Career and Technology Education (CTE) program requiring employment, 25% to 50% of the six-week average may reflect employer evaluation.

Daily Grades

Daily Grades will comprise 35% to 55% of the six-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

Assessment data clearly demonstrates that writing skills development is a critical need for LPISD students. Research indicates that informational literacy is a critical component of academic success and that focusing reading/writing 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 by reinforcing content-specific reading with meaningful, writing exercises. **All grades 6 - 12 courses will administer one or more writing assignments during the six-week average.** Campuses should develop plans to systematically address writing across the curriculum.

Maximum Weight of a Grade

When calculating a six-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. These projects' grading weight must be clearly announced in advance. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%.

Minimum Number of Grades

A minimum of two grades per week should be given in all subjects/courses during each six-week grading period. For English Language Arts, a minimum of two compositions during each grading period will be given. Teachers are encouraged to have a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.

NOTE: Teachers must click on the "Publish" button on the gradebook in order for the grades to post on Home Access. Grades must be posted/updated by the end of the work week.

Assignment Format

The header, footer, or cover sheet format for any assignment may comprise no more than 3% of the grade on the assignment unless the sole objective for the assignment is format. Teachers may deduct no more than 3% of the assignment point value for format.

Incomplete Grades

A student receiving an incomplete and/or a zero for a missed Semester/Final Exam has two (2) weeks to convert the incomplete grade to an earned grade. In unusual cases where the student has missed a large quantity of work, with administrative approval 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 (UIL required).

Transfer Students Who Have Not Been Previously Enrolled in a School for the Current School Year

Students 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 six weeks average.

Schedule changes will be considered during the first 5 class days for the following reasons only:

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

Course Level Changes: Course level changes will be considered only at the end of a grading period as determined by campus administration. 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 counselor or administrator 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 that do not award high school credit:

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

Cumulative Six-Weeks Average	90%
Final Exam	10%

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

Junior High Courses that award high school credit: (examples include Algebra I, Spanish):

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

Cumulative Semester Average (Three six-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 six-week averages and the Semester final exam.

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

Re-teach and Re-test/Reassess for Mastery

Mastery of Texas Essential Knowledge and Skills

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 are in need of remediation (re-teaching and acceleration). The use of curriculum-based unit tests, benchmark tests, teacher-made tests, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

Required Re-teach

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 re-teaching and re-testing. These opportunities will be provided during class time using different methods of instruction. (Six-week Tests, Benchmark Tests, and Semester/Final Exams are excluded).
2. 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 Re-test/Re-assess 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 Re-teach and Re-test/Re-assess

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

In the event of unusual circumstances, an individual student can ask for the opportunity for re-teaching and re-testing. 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 (1) 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.

Makeup Work Guidelines

Students shall be expected to make up assignments and tests after absences. Teachers will adhere to the late work guidelines listed below for determining academic credit for makeup work not completed within the allotted time.

1. For any class missed, the teacher may assign the student make-up or alternative 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.
2. A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the timeframe corresponding to the number of days absent.

Late Work

1. Late work is graded in the same manner in all classes at the intermediate and high school levels. The table below shows the 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 Day	85%	100 records as 85 ($100 \times 0.85 = 85$) 80 records as 68 ($80 \times 0.85 = 68$) 60 records as 51 ($60 \times .85 = 51$)
2 Days	75%	100 records as 75 ($100 \times 0.75 = 75$) 80 records as 60 ($80 \times 0.75 = 60$) 60 records as 45 ($60 \times 0.75 = 45$)
3 or more Days	50%	100 records as 50 ($100 \times 0.50 = 50$) 80 records as 40 ($80 \times 0.50 = 40$) 60 records as 30 ($60 \times .50 = 30$)

2. Chronic abuse, more than three late assignments during any one six-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 maximum grade of 50% will be assigned.

Late Projects

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.

Appendix: 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 children, 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 75 in any subject during the six weeks reporting time, the student and parent/guardian should be notified on a weekly basis.

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-child relationships because it helps the parents/guardians better understand the child.

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: Course Syllabus

La Porte Independent School District Course Syllabus 2017-2018

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 Assessment 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: Secondary Grading System Planning Sheet

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 six-week average will be calculated using these category sub-averages at the percent indicated for each.

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

Writing Assignments – Refer to *Fundamental Five* and *Talk Read Talk Write* for suggested exercises.

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	40-60%
"Daily" Assignments	35-55%
Writing Assignments/Assessments	10%
	100% Total

Indicate your assignment categories to be used in the eSchool gradebook with the percentage each will count.

Major Grades	Percent
Total of Major Assignments	40-60%

"Daily" Grades	Percent
Total of Daily Assignments	35-55%

Major total and "Daily" total must combine to 90% with Writing contributing the final 10%

NOTE: Teachers must click on the "Publish" button on the gradebook in order for the grades to post on Home Access. Grades must be posted/updated by the end of the work week.

Appendix Teacher Acknowledgement

**La Porte Independent School District
Instructional, Grading, and Reporting Procedures
Teacher Acknowledgement Form**

My signature acknowledges that I have read the 2017-2018 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.lpsid.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 Tuesday, August 22, 2017.