

Parent's Guide to Grading Lubbock-Cooper ISD

Lubbock-Cooper ISD's foundation for curriculum and instruction includes the Texas Essential Knowledge and Skills (TEKS) as required by state law. Teachers in LCISD utilize a common scope and sequence throughout the district to ensure that all state standards are taught in a timely and efficient manner. Teachers are encouraged to use innovative teaching techniques to meet the needs of the diverse learners we serve. As educators in Lubbock-Cooper ISD, we are committed to grading practices that support the learning process and encourage student success.

Beliefs about Learning and Grading Practices

- All students can learn.
- Mistakes and errors are part of the learning process.
- Assessment is a process for providing feedback that influences learning.
- Grades should reflect the relative mastery of the standards (TEKS).
- Expectations for student learning will not be compromised for failure to meet deadlines; if a student misses a deadline, the student will still be expected to master the content.

Purpose of Grading

- Communicate progress or achievement to the students, parents, and guardians
- Provide information for student self-evaluation
- Provide incentives to promote learning
- Document student performance to evaluate the effectiveness of the instructional program
- Evaluate student achievement

Future Ready Students

Lubbock-Cooper ISD believes in preparing students for success in their future lives with an emphasis on college and career readiness as well as a focus on responsible citizenship. LCISD students will be entering the workforce in which these skills will be necessary for success in the information age. Students need to be able to think deeply and creatively to problem-solve issues. They need to be able to communicate clearly and accurately, and be able to sort and process large amounts of information made available through current technologies. Students need to be flexible in thinking, take initiative in leading, and work collaboratively with others to produce new ideas and products. The characteristics of an LCP Learner include:



Well-Prepared	Communicator	Motivated	Innovator	Well-Rounded
Life-long learner Problem-solver Growth-oriented Confident Academically qualified	Effective writer and speaker Team Player Diverse Advocator Responsive and reflective	Engaged Adventurous Self-challenging Passionate Determined	Risk-taker Independent Flexible Creative Digital citizen	Leader Global citizen Socially adept Respectful Possessing strong character
<i>Pirate learners graduate equipped to contribute to our productive society. They are resourceful and capable of success on their chosen path.</i>	<i>Pirate learners can expressively convey their ideas while actively contemplating and considering the ideas of others.</i>	<i>Pirate learners display an enthusiasm for learning, achieving and succeeding.</i>	<i>Pirate learners are forward-thinkers with vision and the ability to adapt to a variety of scenarios.</i>	<i>Pirate learners develop a wide variety of interests and skills. They are community-conscious and broad thinkers.</i>

Attendance: 90 Percent Rule

In order to receive credit or a final grade for a class, a student is required to attend class 90 percent of the days class is offered regardless of whether the student's absences are excused [see FEA] or unexcused. Atty. Gen. Op. JC-0398 (2001)

Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or assessments and disciplinary penalties in accordance with the Student Code of Conduct. EIA (LOCAL).

Make-up Work After Absences

Students shall be expected to make up assignments after absences. Students should inquire about work missed during their absence. Parents are encouraged to collect missed work from the school before or during an extended absence. The appropriate time frame for make-up work for an excused absence shall be no less than the number of days missed plus one day.

Parent Access to Grades

Parents are encouraged to access their child's grades, progress reports, and report cards via the electronic gradebook provided through Skyward Family Access. Parents are also encouraged to stay in contact with their child's teacher via email, telephone conference, or scheduled face-to-face conferences at school if they have any questions or concerns about their child's grade.

Reassessment

If a student fails a class assignment or assessment, reteaching followed by an opportunity to demonstrate mastery of the specific TEKS objectives shall be provided. The grade for the second opportunity may only replace the initial failing grade up to a maximum grade of 70. If the retake grade is less than the original grade, the second attempt grade will not be recorded.

Unexcused Absences

Work missed due to an unexcused absence may result in grade penalties. Please contact campus administration for more information.

Recording and Calculation of Grades

All grades taken on assignments and assessments will be recorded in Skyward electronic grade book once every week so parents can stay informed of their child's academic status.

Parents/guardians can access their child's grades via Skyward Family Access online or through the app. NOTE: It is understood that there may be exceptions to the turn-around time on grading assessments such as major projects and formal labs. Grades shall be calculated in one of the following methods:

Numerical Grades	Grade Equivalents	Letter Grades for Special Areas & Technology	Grades Recorded as Pass/Fail
A = 90-100 B = 80-89 C = 70-79 F = <70 (Failing)	A+ = 100 A = 95 A- = 90 B+ = 88 B = 85 B- = 80 C+ = 79 C = 75 C- = 70 F = <70 (Failing)	E = 95-100 S+ = 90-94 S = 80-89 S- = 75-79 N = 70-74 U = <70 (Failing) E=Excellent S=Satisfactory N=Needs Improvement U=Unsatisfactory	P = 70-100 F = <70 (Failing)

Teacher, Student, and Parent Responsibilities

Teacher Responsibility

- Use assignments and assessments as part of the learning process and to assess student understanding.
- Record grades in a timely manner. Teachers are to record grades in Skyward **at least one time per week.**

- Give clearly defined instructions and return assignments promptly with evaluation/grade.
- Choose a variety of activities and accommodate different learning styles.
- Coordinate with other teachers to implement cross-curricular strategies.
- Be family-friendly when assigning projects or other assignments over weekends/holidays.
- Share all grading practices in writing with students and parents.

Student Responsibility

- Record due dates for completing daily assignments and assessments.
- Understand the requirements before leaving the classroom.
- Obtain any work missed due to absences.
- Complete assignments by the assigned due dates, make up missed work by the allotted time period, and show mastery of content.
- Seek help from school resources if needed.

Parent/Guardian Responsibility

- Provide appropriate levels of supervision and support for the student.
- Actively communicate with the school.
- Stay current by following students' grades, progress reports, and report cards through Skyward Family Access.
- Assist with establishing a work environment conducive to learning and encourage the development of time management skills and organizational skills.

Elementary Guidelines

The following guidelines are elementary school specific. However, all district level guidelines are to be maintained in addition to the following specifics:

Pre-K and Kindergarten

Pre-k and kindergarten assessments are standards and competency-based; therefore, they do not fit within the scope of these procedures.

Grades 1-5

The required minimum numbers of formative/daily and summative grades are listed below.

Subject	Grade Level	Formative/Daily	Summative
Math	1-5	10	2
ELAR	1-5	10	2

Science	1-2	6	
	3-4	6	2
	5	10	2
Social Studies	1-5	6	

Special Areas

Fine Arts, technology, STEM, and physical education courses are performance-based. These classes will have different types and quantities of assignments and assessments.

Late Work/Missing Work Protocol

Completing and submitting work on time is an expectation for all students and staff, and is a trait valued by employers in the United States. However, there are times when an assignment is turned in late. Teachers have discretion to deduct 10 points per day up to three days for lack of social responsibility. After the third day, the assignment may be recorded as a zero until the student works with the teacher to complete it. After three days, the highest grade a student may receive on a late assignment is a 70, and the matter may be referred to campus administration for disciplinary intervention.

Reassessment

If a student fails a class assignment or assessment, reteaching followed by an opportunity to demonstrate mastery of the specific TEKS objectives shall be provided. The grade for the second opportunity may only replace the initial failing grade up to a maximum grade of 70. If the retake grade is less than the original grade, the second attempt grade will not be recorded.

Grading for Citizenship

Exhibits effective work habits	Works toward achieving individual and group goals
Attentive and engaged in learning	Demonstrates courtesy and respect to others
On time, prepared for class, completes work on time	Adheres to the ethical use of technology in regard to property, privacy, and appropriateness

Promotion Requirements (see EIE Local)

Grades 1-2

Promotion to the next grade level shall be based on:

- An overall average of 70 on course-level/grade-level standards for all subject areas earned during grading periods and on test scores, including other assessments.
- The social, physical, and intellectual development of the student shall be considered.

Grades 3-5

Promotion to the next grade level shall be based on:

- An overall average of 70 on course-level/grade-level standards in the core courses with no more than one course in which the yearly average is less than 70.

Middle School Guidelines

The following guidelines are middle school specific. However, all district level guidelines are to be maintained in addition to the following specifics:

Core Classes Grades 6-8

Mathematics, Science, Social Studies, English Language Arts and Reading

- A minimum requirement of 10 formative/daily grades per grading period
- A minimum requirement of two (2) equally-weighted summative assessment grades per core subject
- Grades in Skyward should be submitted at least **one time per week**/made viewable to parents according to each department's requirements.
- Only one grade per grading period may come from homework assignments. Homework assignments will include practice or review materials that are worthy of student time and will not consist of low level activities such as copying definitions, etc.

Non-Core Classes

Performing arts, electives, CTE, and visual arts are performance/project-based. These classes will have different types and quantities of assignments and assessments. Non-core classes are expected to have a minimum of 10 grades including both formative and summative assessments weighted at 100%.

Classes with an extracurricular component may assign grades for activities outside of the school day, per UIL rules.

Summative Assessments 40%

Include, but are not limited to:

- Common Unit Assessments
- Portfolios
- Major assignments, presentations, or projects

Formative Assessments 60%

Include, but are not limited to:

- Daily work
- Quizzes
- Essay or short answer
- Draft compositions
- Homework/Additional out-of-class assignment (one grade only per each grading period)

Reassessment

If a student fails a class assignment or assessment, reteaching followed by an opportunity to demonstrate mastery of the specific TEKS objectives shall be provided. The grade for the second opportunity may only replace the initial failing grade up to a maximum grade of 70. If the retake grade is less than the original grade, the second attempt grade will not be recorded. Summative assessments shall be eligible for reassessment except for semester exams and long-term projects.

Late Work/Missing Work Protocol

Completing and submitting work on time is an expectation for all students and staff, and is a trait valued by employers in the United States. However, there are times when an assignment is turned in late. Teachers have discretion to deduct 10 points per day up to three days for lack of social responsibility. After the third day, the assignment may be recorded as a zero until the student works with the teacher to complete it. After three days, the highest grade a student may receive on a late assignment is a 70, and the matter may be referred to campus administration for disciplinary intervention.

Incomplete Assignments

All incomplete assignments should be finalized by the end of the UIL eligibility grace period. Extenuating circumstances will be handled with judgement and discretion and must be approved by an administrator.

Promotion Requirements (see EIE Local)

Grades 6-8

Promotion to the next grade level shall be based on:

- An overall average of 70 on course-level/grade-level standards in the core courses with no more than one course in which the yearly average is 70.

High School Guidelines

The following guidelines are high school specific. However, all district level guidelines are to be maintained in addition to the following specifics:

Core Classes Grades 9-12 (English, Mathematics, Science, Social Studies)

- A minimum requirement of eight (8) formative/daily grades per grading period
- A minimum requirement of two (2) equally-weighted summative assessment grades per core subject
- Grades in Skyward should be submitted at least **one time per week**/made viewable to parents according to each department's requirements.
- Only one grade per grading period may come from homework assignments. Homework assignments will include practice or review materials that are worthy of student time and will not consist of low level activities such as copying definitions, etc.

Summative Assessments 40%

Included, but are not limited to:

- Common Unit Assessments
- Portfolios
- Major assignments, presentations, or projects

Formative Assessments 60%

Included, but are not limited to:

- Daily work
- Quizzes
- Essay or short answer
- Draft compositions
- Homework/additional out-of-class assignment (one grade only per each grading period)

Non-Core Classes

Performing arts, electives, CTE, and visual arts are performance/project-based. These classes will have different types and quantities of assignments and assessments. Non-core classes are expected to have a minimum of 10 grades including both formative and summative assessments weighted at 100%.

Classes with an extracurricular component may assign grades for activities outside of the school day, per UIL rules.

Reassessment

If a student fails a class assignment or assessment, reteaching followed by an opportunity to demonstrate mastery of the specific TEKS objectives shall be provided. The grade for the

second opportunity may only replace the initial failing grade up to a maximum grade of 70. If the retake grade is less than the original grade, the second attempt grade will not be recorded. Summative assessments shall be eligible for reassessment except for semester exams and long-term projects.

Late Work/Missing Work Protocol

Completing and submitting work on time is an expectation for all students and staff, and is a trait valued by employers in the United States. However, there are times when an assignment is turned in late. Teachers have discretion to deduct 10 points per day up to three days for lack of social responsibility. After the third day, the assignment may be recorded as a zero until the student works with the teacher to complete it. After three days, the highest grade a student may receive on a late assignment is a 70, and the matter may be referred to campus administration for disciplinary intervention.

Incomplete Assignments

All incomplete assignments should be finalized by the end of the UIL eligibility grace period. Extenuating circumstances will be handled with judgment and discretion and must be approved by an administrator.

Promotion Requirements (see EIE Local)

Grades 9-12

- Grade-level advancement for students in grades 9-12 shall be earned by course credits according to Board policy.
- High school graduation requirements under HB 5 require students in grades 9-12 to take the End of Course (EOC) assessments for five specific courses (English I, II, US History, Algebra I and Biology). Students not meeting the minimum passing score on any EOC test must retake the EOC assessment. Students not meeting these requirements may retake the EOC assessments as many times as the tests are offered.

