2026-2027 Grading Administrative Regulations for Reporting Student Progress

Cavazos Middle School

The primary purpose of grades is to measure and communicate what a student knows, understands, and can do as a result of the student's learning; a secondary purpose for grades is to provide teachers with information for instructional planning. Additionally, grading provides a level of clarity and consistency in assessment practices throughout the district.

Campus leadership teams shall, before the beginning of the 2025-2026 school year, develop Campus Grading Policies based on the LISD Grading Administrative Regulations. Each Campus' Grading Policy shall be submitted to the appropriate Executive Principal for approval. Deviations from the LISD Grading Administrative Regulations may be accepted at the discretion of the Executive Principal and the Chief Academic Officer.

Campuses will communicate their Campus Grading Policy to all stakeholders on an annual basis at the beginning of the school year **EIA(LOCAL).** The Campus Grading Policy shall also be posted on campus websites.

The following administrative regulations were developed with input and feedback from the district's Assessment and Grading Committee with input from stakeholders. These administrative regulations will be reviewed on an annual basis.

LISD Grading Administrative Regulations, in accordance with legal and local grading policies, are as follows:

- **Report Cards -** The purpose of report card grades is to communicate the student's level of mastery of the designated Texas Essential Knowledge and Skills (TEKS)‑based instructional objectives. EIA (LEGAL)
    - A student's 504 Plan or Individualized Education Program (IEP) determines appropriate application of these administrative regulations. EIE (LOCAL)
    - For students who have modified curriculum in any one or more content area(s), the general education and/or special education teacher should apply the appropriate code to the student's report card.

- **Progress Reports -** Interim progress reports shall be issued for all students after the third and sixth week of each grading period. EIA (LOCAL)

- **Gradebook and District Assessments -** All grades recorded in the gradebook will relate directly to one or more TEKS‑based instructional objectives. EIA (LOCAL)

- Gradebook:
  - Students will have a minimum of nine grades per content area each nine weeks and the grades should be evenly distributed throughout the grading period, with 3 per progress report at minimum. The District Assessment Recorded Grade will not count as one of the nine minimum grades required. Therefore, there will be a minimum of ten grades for each nine weeks grading period. One grade will be the district assessment and the other nine grades will come from classroom assessments.
  - No single grade shall count more than 15% of the reported grade for a grading period.

  - Grades must be recorded within the nine-week grading period in which the work occurs, with limited flexibility to carry over work from the final week for reteach or intervention if approved by the campus principal. To ensure timely feedback, all grades—including missing assignments—must be entered in the online gradebook within seven calendar days of the due date, unless an exception is granted by the principal.

- District Assessments
  - District assessment scores will be scaled based on the 5 year average of STAAR performance levels to reflect a Recorded Grade (as shown below). District assessment Recorded Grades will account for 10% of each student's overall nine-week grade and will not count as one of the nine minimum grades required.
  - District assessment recorded grades and performance levels will be reported to parents on report cards each nine-week grading period. Report cards will report a student's performance level as either Does not Approach (DnA), Approaches (A), Meets (M), and Masters (Ma). Performance levels will be based on the 5 year average of STAAR performance levels
  - Campus written district assessments for non-EOC tested core content subjects will be scored, graded, and reported the same as district assessments prepared by C&I.
  - As addressed in the student's IEP, district assessment scores for students who receive modified content will not contribute to a student's nine week grade.

Performance Level	**Recorded Grade**
Does not Approach	65
Approaches	75
Meets	85
Masters	95-100

If a student scores above the "recorded grade" in the same performance level, when recording on the report card for district assessment category use the higher grade from the district assessment percent score. For example, a student who scores a 97 on a district assessment will be at a masters level for performance and will receive a 97 on their report card.

*The Recorded Grade is scaled to performance levels and cannot be adjusted from what is written in the above table.

- TIA Pre and Post Tests
  - The TIA pre test will not count as a grade.
  - The TIA post test will serve as the 4th nine weeks District Assessment for non-STAAR tested grade levels in the core content areas. The TIA post test will count for a grade because of this. grade will be used as a grade in the gradebook and will be reported on the report card as described previously.
  - STAAR tested grades WILL NOT have a 4th 9 weeks District Assessment and/or TIA post test.
  - The TIA post tests for CTE will be graded.
  - The TIA post tests for Fine Arts will be graded.

- **Reteaching/Intervention**
  - If a student scores less than an 80 on an assessment, re-teaching/intervention followed by at least one opportunity to demonstrate relative mastery of the specific TEKS objectives will occur as defined by EIA (LOCAL). The grade for the second opportunity shall replace the initial grade up to a maximum grade of 80. The policy and practice of giving multiple opportunities to demonstrate mastery will be applied in the best interest of the individual student. Reteach/intervention and additional opportunities should occur within the same nine-week period. Reassessments of student work must be authentic assessments (simply correcting an assessment is not an authentic assessment).
  - District Assessments, because they are given at the end of the nine weeks grading period is an exception to this requirement.
  - The recorded grade for a district assessment cannot be below a 65, as outlined under the District Assessment section.

- **Grade Weights**

  - District Assessments will count for 10% of students' nine weeks grade, and should be included as a separate grading category in the gradebook for each nine weeks grading period.
  - District assessments will not count as a grade for students who receive modified instruction. For these students, an 'E' should be entered for the District Assessment grade.

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

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

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

- **Academic Dishonesty**
  - A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, the use of artificial intelligence to complete an assignment in part or in whole unless approved by the classroom teacher, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students, or the use of an artificial intelligence detection tool selected by the District.

- **Common Formative Assessments (CFAs)**
  - All CFAs will count as Test Grades.
  - CFA scores will be entered into the gradebook using the District Assessment scale chart to ensure consistency across content areas.

- **Grades Below a 50**
  - In accordance with best practices for grading, it is <u>recommended</u> that no grade below a 50 be recorded in the gradebook.
    - If a student earns a grade below a 50, there must be 2 way parent communication, accommodations must have been followed, and a note documented in the gradebook.
      - This is the **<u>exception</u>** and not the norm.
    - 0's are highly discouraged and should not reflect behavior.

- **Homework/Practice**
  - Homework is an opportunity for students to independently practice foundational skills. (ex. fact chart, grammar rules, vocabulary, and independent reading)
  - Grades will NOT be taken for homework.

- **Late Work Policy**
  - Students who fail to complete assignments during the allotted instructional time will be required to complete the work during tutoring hours.
    - Exceptions are students with 504/SST/IEP accommodations.

- **Labeling Assignments in Gradebook**
  - Assignments put in the gradebook will be labeled accordingly:
    - (Assignment/Week)
    - (CFA/Week 1.2)

- **Grade Entry Expectations**
  - Grades must be put in the gradebook by 8:00 am the Monday of the following week.