2025-2026 Grading Administrative Regulations for Reporting Student Progress

Wheelock Elementary

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 the appropriate application of these administrative regulations. EIE (LOCAL)
    - For students who have modified curriculum in any one or more content areas, 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 -** 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 in grades 3-5 *(1st and 2nd will have 9 grades in RLA and Math and 6 in Science and Social Studies)* each nine weeks and the grades should be evenly distributed throughout the grading period. No single grade shall count more than 15% of the reported grade for a grading period.
  - Grades must be recorded during the nine-week period in which the work occurs. In order to allow flexibility for reteach/intervention, teachers may apply grades from the last week of the grading period to the next grading period instead of recording it on the current grading period.
  - Exceptions must be approved by the campus principal.
  - In order to provide students and parents with timely feedback, grades must be entered into the online gradebook within seven calendar days of the assignment or assessment due date. Exceptions must be approved by the campus principal.

- District Assessments
  - For grades 3 through 5, 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 STAAR performance levels from the previous school years.
  - District assessments will not factor into students' grades in elementary school.

- 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. This assessment will not count as a grade.

- **Reteaching/Intervention**
  - If a student scores less than a 70 on an assessment, re-teaching/intervention followed by the 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. Campuses, in their Campus Grading Policy, may set a reasonable time limit for students who need additional opportunities to demonstrate mastery. 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 and should differ from the initial assessment, but still include the same TEKS (simply correcting an assessment is not an authentic assessment). Assessments could include, but are not limited to: Common Formative Assessments, exit tickets, and open-ended responses, that are completed independently.

- **Grade Weights**

  - Gradebook categories should be uniform across each campus, and weights should apply consistently to provide clarity for students, parents and teachers.

- **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.
- **Timeframe for Reteach and Intervention**

  - If a student scores less than a 70 on an assessment, re-teaching/intervention followed by the 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. Reteaching and retaking will take place during the nine weeks that the assessment was taken, unless the student's individual needs necessitate additional opportunities to demonstrate mastery

- **Grade Weights and Categories**
  - Wheelock will follow all LISD recommendations for grading categories and reteach as outlined by the district.
    - All grades are assessments.
    - One category- assessments.
    - No weighting.
    - Assessments could include, but are not limited to: Common Formative Assessments, exit tickets, and open-ended responses, that are completed independently.

- **Grades Below a 50**

  - Grades below a 50 will not be included in a student's average; however, they will be recorded in the 1st attempt column using the override function for documentation purposes.

- **Homework/Practice**
    - No homework or practice will be recorded as a grade.
- **Late Work Policy**
    - Late work will be accepted, with no penalty, until the end of the 9 weeks period.