

LUFKIN ISD
SECONDARY GRADING GUIDELINES
LUFKIN HIGH SCHOOL

A. NUMERICAL GRADES

A numerical grade must be given on the report card in grades 9-12 in all academic subject areas. Grades are reported in accordance with state law as follows:

B. CONDUCT GRADES

The student is graded on citizenship by each teacher. The conduct grade indicates how well the student is performing in citizenship. Conduct grades may affect eligibility for participation in school activities; poor conduct interferes with a student's ability to learn in class. The following letter system is used to report a student's citizenship:

C. GRADING

A grading policy is designed to guide the teacher in the assessment of student performance. While no numerical system is an absolute indicator of such performance, the goal of LISD is to evaluate a student's academic progress as fairly as possible across the curriculum. A grade in any course indicates the degree of mastery of the Texas Essential Knowledge and Skills (TEKS) for that course; however, it also reflects student achievement above and beyond the scope of the TEKS.

1. Electronic Grade Books:

- Teachers should not reveal their passwords to anyone.
- No students are to enter grades in the grade book program.
- Teachers should print out and keep a hardcopy of the averages. For all classes there is a minimum requirement of keeping a hardcopy of the nine week averages (hardcopies of three, six, twelve, etc... week averages are recommended).

2. Computations:

The teacher must:

- Post all grades numerically in the grade book. All nine week averages, semester and/or final exam grades and semester and/or term averages must be on a percentage basis from 0% to 100%. No grade over 100 will be accepted.
- If any grade results in a decimal fraction of .5 or higher, the grade will be rounded to the next higher number.
- Grades will be entered weekly.
- Grades lower than a 50 at any progress report or report card period will trigger a response to intervention requirement for that student and subject. Teachers should complete an intervention plan for these students. This will ensure that every student receives the appropriate and necessary intervention in order to be successful.
- All students must have an exam score entered each semester. If no exam is given, a duplicate of the semester average will be recorded.
- For each column and/or grade taken, the teacher must include a brief description of what the grade represents.
- Teachers must post a minimum of nine independent grades per nine-week period for each student.

The following method for evaluating nine week grades will be used:

Class-Regular Education	Academic Daily Work	Academic Major Work
Weight	40%	60%

Students served by Special Education resource or self-contained classes will adhere to a policy where *a cumulative point system is used for all grades.*

Class-Pre-AP/AP/Dual Credit	Pre-AP/AP/Dual Credit Daily Work	Pre-AP/AP/Dual Credit Major Work
English I Pre-AP	30%	70%
English II-Pre-AP	30%	70%
English 2 GT (English 2, World History, Art History)	30%	70%
English III/IV AP/Dual Credit	Cumulative point system	Cumulative point system
Math Pre-AP	30%	70%
Math AP/Dual Credit	30%	70%
Comp Sci Pre-AP (CS1)	30% daily/10% lab work	60%
Comp Sci AP (CSA)	20% daily/10% lab work	70%
LOTE Pre-AP	40%	60%
LOTE AP	30%	70%
Science Regular/Pre-AP	15% daily/35% lab work	50%
Science AP	10% daily/30% lab work	60%
Social Studies Pre-AP/AP/Dual Credit	30%	70%
Professional Communication DC	30%	70%
Additional Dual Credit Courses	follow Angelina College grading guidelines	follow Angelina College grading guidelines

All Fine Arts classes, including AP classes, will follow a cumulative point system for assessing student work.

- The reported grade given by the teacher is considered final. Teachers should be aware that student grading must be fair and consistent with both district and campus guidelines. Students and parents will be informed of grading procedures at the beginning of each course
- Any deviation from the regulations must be approved in writing by the campus principal prior to implementation.

Lufkin Virtual Learning Academy Grading

As required by TEA, “school grading policies for remote student work must be consistent with those used before COVID for on campus assignments.” The LVLA will follow all district grading guidelines. LVLA courses that are eligible for high school credit will count toward a students’ GPA and class rank.

D. GRADE REPORTING

- All students will receive a grade report in the form of a report card at the end of each nine week grading period.
- During the grading period, parents and students will be informed of the numerical grade in progress every three weeks.

OTHER GRADING GUIDELINES

A. EXTRA CREDIT

If extra credit is appropriate for enrichment in a class, all students in that class must be allowed equivalent extra credit options. The intent of extra credit is to enhance opportunities for students, not to take the place of mastery of essential knowledge and skills (TEKS). At no time should extra credit work supersede the value of assigned work.

B. PROJECTS

Projects can be valuable tools to enhance application of mastered concepts. As part of the evaluation of a project, the teacher should set periodic deadlines or checkpoints through-out the grading period. Assigned projects should be coordinated within grade levels to avoid multiple projects assigned simultaneously.

C. ASSESSMENTS

Assessments are designed to measure the student's successful learning. Evaluation of student outcomes may indicate the need for re-teaching. The following suggestions may be used as a guide:

- ø Major grades are considered to be tests, projects, labs, compositions.
- ø Each department shall establish its own re-testing and late work policy
- ø Students shall be informed of the content to be evaluated on exams or assessments.
- ø Benchmark examinations should be representative of the course work.

D. MAKE-UP WORK

According to Lufkin I.S.D. Board Policy, Students who miss work in class due to an absence are

permitted to make up the work. Prior to, or immediately upon returning to class, it is the student's responsibility to make arrangements with their teachers to make up the work. The following schedule is suggested for make-up assignments:

- 1st day absence-day following return to school
- 2nd day absence-2 days after return to school
- 3rd day absence-3 days after return to school
- 4th day absence-4 days after return to school
- equal days to a point where credit is lost