

LUFKIN ISD
SECONDARY GRADING POLICY
LUFKIN MIDDLE SCHOOL

A. NUMERICAL GRADES

A numerical grade must be given on the report card in grades 6-8 in all academic subject areas. Grades are reported in accordance with state law as follows:

Number	Letter equivalent	Description
90-100	A	Excellent Progress
80-89	B	Good progress
70-79	C	Average Progress
below 70	F	Poor Progress/failure
	I	Incomplete

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:

E	EXCELLENT	The student has an excellent attitude, is cooperative, and routinely observes school rules and regulations. The student contributes to a positive school climate in class.
S	SATISFACTORY	The student has a good attitude, is cooperative, and generally observes school rules and regulations.
N	NEEDS TO IMPROVE	The student's attitude needs to improve. Infractions of school and classroom rules exist.
U	UNSATISFACTORY	The student's attitude is poor and uncooperative. The student disrupts class and shows little respect for school and classroom rules and regulations.

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 weeks 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.
- 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.
- The following method for evaluating nine week averages will be used:
 - a. All daily assignments such as pop tests, homework and in class assignments will count no more than 60% nor less than 30% of the average.
All major grades will count no more than 70% nor less than 40% of the average.
- Math, language arts, science and social studies departments will adhere to the following standard percentage by respective grade levels for daily work and major grades:

GRADE LEVEL	ACADEMIC DAILY WORK	ACADEMIC MAJOR GRADES	PRE AP DAILY WORK	PRE AP MAJOR GRADES
6	60	40	50	50
7	50	50	40	60
8	50	50	40	60
ALGEBRA			30	70

- All elective classes will adhere to a policy where all grades have equal weight except for the following percentages:

ELECTIVE	ACADEMIC DAILY WORK	ACADEMIC MAJOR GRADES
Spanish IA & IB	40	60
Band	40	60
Choir	50	50
Theater Arts	60	40
Skills	60	40

- Students served by special education resource or self-contained classes will adhere to a policy where all grades have equal weight
- Any deviation from the regulations must be approved in writing by the campus principal prior to implementation.
- If any grade results in a decimal fraction of .5 or higher, the grade will be rounded to the next higher number.
- Over each three week grading period there should be a minimum of 4 recorded grades for each student. Of these grades at least 1 should be a major grade. Over a nine week grading period there should be a minimum of 12 recorded grades for each student. Of these grades at least 3 should be major grades.
- 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

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 level teams 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:

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

E. HONOR CALCULATIONS

Honor rolls are calculated as follows:

- A Honor Roll: A student who earns all A's in all classes for a grading interval will be named to the A Honor Roll.
- A/B Honor Roll: A student who earns A's and no more than two B's will be named to the A/B Honor Roll.
- To be a candidate for National Junior Honor Society, a student must be a 7th or 8th grader who has a cumulative grade average of at least 94%. Candidates shall be evaluated on the basis of service, leadership, character and citizenship. The selection of each member shall be by a majority vote of the faculty council.

Lufkin Middle School may plan honors assemblies and specific recognition awards for both students and staff.

F. UIL ELIGIBILITY

In order to be eligible to participate in any event governed by UIL rules or requirements, students must meet all eligibility requirements established by UIL. (passing all classes with a grade of 70)

SPECIAL POPULATIONS

The Texas Education Code Section 21.101 states that all students regardless of special need or condition, shall be provided a well-balanced curriculum. The Texas Essential Knowledge and Skills (TEKS) represent the core knowledge, skills and competencies all students should learn to be effective and productive members of society. When appropriate, students with special needs shall be instructed in those same essential knowledge and skills using methods adapted to their needs. Where a handicapping condition renders the knowledge and skills inappropriate for the particular student, instruction shall be especially designed based on the student's abilities as identified and established by the student's Individual Education Plan (IEP).

- Students may require different types of instruction and testing according to their learning situation. Documentation is required and should be noted on the IEP for special education students.
- Students who attend a special education class for an entire subject or course shall receive the grade from the appropriate special education teacher, with ARD modifications provided.
- Students who are mainstreamed into regular classrooms will receive their grade from the regular classroom teacher with modifications provided by the regular and special education teachers.
- Grades must be based on student progress toward the objectives identified in the IEP. The IEP becomes the minimum standard for a special education student.
- A handicapped student may receive a failing grade for the following reasons provided it is not related to the handicapping condition:
 - refusal to make acceptable effort
 - failure to turn in assignments
 - refusal of modifications
 - excessive absences following attendance policy resulting in no credit
- The teacher must complete a Progress Report at each third week interval. If a handicapped student is failing two grading intervals, or is not making acceptable progress, an ARD meeting should be scheduled to review the IEP.

