



**Lake Travis Independent School District
Grading Guidelines 2025-26**



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GRADING GUIDELINES FOR TEACHERS AND ADMINISTRATORS

INTRODUCTION

The Lake Travis Independent School District believes all students can achieve excellence in learning and develop the knowledge and skills necessary to succeed in post-secondary education and future careers. With the essential cooperation of students, parents, guardians, and community members, the district will ensure that all students can master the requirements of a well-balanced curriculum. For students with identified needs and at all levels of ability, the school district will modify teaching methodologies, pacing, and materials to ensure that instruction in essential knowledge and skills is delivered at an appropriate level. This process also includes meeting the assessed needs of students with identified gaps in learning.

LTISD's standards-based curriculum includes the Texas Essential Knowledge and Skills adopted by the State Board of Education. The grading guidelines for each grade level, subject, and course define a student's relative mastery of the curriculum and how a student's relative mastery is determined. The grading guidelines ensure that grading practices are consistent among grade levels, subjects, and campuses. These guidelines shall ensure that grading reflects student achievement and that sufficient grades are taken to support the average grade assigned. Guidelines for grading shall be communicated to students and parents. EIA (LOCAL) This document was developed in collaboration with teachers and administrators.

LTISD GUIDING PRINCIPLES FOR GRADING

- Grades should reflect student learning and mastery of content and skills.
- Grades should not reflect discipline, participation in non-curricular activities, or completion of activities not reviewed by the teacher.
- Students deserve an opportunity to turn in late assignments and resubmit work for additional credit since we want grades to reflect mastery of skills.
- Penalties for late work (if assigned) should be differentiated by level and consistently enforced across grade levels and departments.
- Tutorials and re-teach are essential practices that should be available to all learners to ensure students have opportunities to strengthen their skills and demonstrate mastery of concepts.
- Clear and consistent grading guidelines should be published for all stakeholders.
- Parents and students should have access to clear expectations for mastery of content, and this information should be easily accessible.
- Grades should be posted promptly, accessible at all times, and reflect current progress.
- Parents should expect contact from their child's teacher if their student is struggling academically.

LEARNING DESIGN

Planning and teaching should be authentic, collaborative, and reflective. This form of planning requires alignment between the standards-based curriculum, students' needs, and instructional strategies. Planning should also allow students to self-direct, think critically, collaborate, receive feedback, and solve problems. Documentation of modifications for students receiving special services and extensions for Gifted and Talented students must be maintained.

Instructional Planning and Teaching Materials

Each teacher or team may prepare instructional planning materials for each subject taught and submitted to the principal. Plans shall be aligned with the District's curriculum Scope and Sequence (framework and timelines). The design/template for instructional plans shall include those items deemed appropriate for that specific campus by the campus principal.

Instructional plans and teaching materials shall be available for a substitute teacher to continue the educational process during a regular teacher's absence.

The following questions will guide lesson and intervention planning:

- *What do we want all students to know and be able to do?*
- *How will we know if they learn it?*
- *How will we respond when some students don't learn it?*
- *How will we extend learning for students who are proficient?*

ADDITIONAL LESSON PLAN GUIDING QUESTIONS FOR TEACHERS

Have I analyzed essential standards and utilized this information in planning units of work, creating meaningful tasks, or designing assignments?

Do my instructional resource choices reflect diverse formats that appeal to students? Have I regularly encouraged students to assess their work in alignment with set standards?

Have I provided clear expectations of learning before demonstrations of student learning (i.e., performances, products, projects, and exhibitions)?

Do I routinely provide individual students or small groups of students feedback to alert the student(s) to the accuracy and completeness of their learning?

Do I plan success for all? When students do not succeed, do I work directly with them to diagnose the cause(s) of failure to correct the situation?

What prescriptive teaching strategies for learning have I provided so all students can experience success?

GRADING GUIDELINES

PRESCHOOL, ELEMENTARY, AND INTERMEDIATE GRADING GUIDELINES

GRADING FOR LTISD BLENDED PREKINDERGARTEN

Students in prekindergarten will receive CIRCLE Progress Monitoring Student Summary Reports three times a year. Key concepts and personal development are evaluated by teacher observation and assessments administered at the beginning of the year, middle of the year, and end of the year. The CIRCLE Progress Monitoring System is a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children's skills over time. Teachers are encouraged to communicate progress through regular communication with parents in addition to CIRCLE Progress Monitoring.

REPORTING OF PROGRESS FOR KINDERGARTEN THROUGH 2nd GRADE

Students' progress in kindergarten grades 1 and 2 will be reported on a standards-based report card. The standards-based report card will include information on the specific standards that need to be mastered in the four core subjects of language arts, math, science, and social studies. Additionally, parents are to receive information indicating reading skills, including reading level, fluency, and comprehension.

K- 2nd Grade Grading Scale Information

Throughout the school year, the skills taught and the level of difficulty change. It is not uncommon to see an increase or decrease in graded areas from quarter to quarter.

All categories are assessed on a 1, 2, 3, or 4 scale in accordance with a student's progress.

1 = weakness in that area and/or direct assistance needed

2 = completes tasks with some/continued assistance or support

3 = meeting grade level expectations with minimal assistance or support

4 = consistently exhibits mastery of the subject

WEIGHTING OF GRADES FOR 3rd AND 4th GRADE

Category	Weighting	Minimum Number of Assignments per Grading Period
Tests (includes major essays and major projects)	40%	2 per core content 1 st grading period only 3 per core content for grading periods 2, 3, and 4
Daily Work/Quizzes/Homework	60%	6 per core content in a grading period

WEIGHTING OF GRADES FOR 5TH GRADE

Category	Weighting	Minimum Number of Assignments per Grading Period
Tests (includes major essays and major projects)	50%	2 per core content 1 st grading period only 3 per core content for grading periods 2, 3, and 4
Daily Work/Quizzes/Homework	50%	8

See “Homework” section below for further details on homework grading guidelines.

TRANSFERRING OF GRADES AND GRADE CALCULATIONS

When students transfer into Lake Travis ISD using a different grading scale than LTISD using then the following grading scales will be used to calculate scores:

If a K-2 student transfers to LTISD with number-based grades, then the following scores should be used:

90-100	4
80-89	3
70-79	2
69 and below	1

If a student in grades 3-6 transfers to Lake Travis ISD with a standards-based report card, one of the following charts should be used.

4-point Standards-based:

4	100
3	90
2	80
1	70

3-point Standards-based:

3	90
2	80
1	70

CONDUCT GRADES

The student is also graded on conduct by the appropriate classroom teacher(s). This grade gives the student and their parents an indication of responsible conduct. In grades K-2, a list of proper work habits is listed on the report card. Conduct grades are required for grades K-5 using the following letter system:

E	Excellent	The student has an exemplary attitude, is always cooperative, and always observes school rules and regulations.
S+	Above Satisfactory	The student consistently demonstrates a positive attitude, is cooperative, and mostly observes school rules and regulations.
S	Satisfactory	The student has a good attitude, is cooperative, and generally observes school rules and regulations.
S-	Below Satisfactory	The student sometimes displays a good attitude and is occasionally cooperative but struggles to observe rules and regulations at times.
N	Needs Improvement	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, classroom rules, and regulations.

*If a student is exhibiting unsatisfactory conduct, the teacher shall:

- Notify parents and suggest a conference;
- Refer the student to the MTSS (Multi-Tiered Systems of Support) Team;

- Request a referral to the Counselor; or
- Notify the Principal.

MIDDLE SCHOOL GRADING GUIDELINES

WEIGHTING OF GRADES FOR EACH GRADING PERIOD

Below is the method by which grades will be calculated by category to determine the grading period grades for a student.

Category / Middle School Grading Period	Weighting	Minimum Number of Assignments
Tests (includes major essays, major projects, and objective tests)	50%	3
Quizzes	20%	2
Daily Work	30%	6

Note: Semester exams will be administered to students in grades 6-8. Each semester exam will count for 10% of the overall semester average in middle school courses.

Teachers should strategically distribute major grades or tests throughout the nine-week grading period so these assessments allow sufficient time for student preparation and avoid overwhelming students with multiple tests in a short timeframe. Additionally, it's important to note that UIL's six-week grading periods do not align with LTISD's nine-week grading periods. By carefully planning major assessments over the entire nine weeks, we can avoid any potential inconsistencies or unnecessary issues arising from this discrepancy. Consistency in this process will help students achieve their goal to remain eligible for UIL activities while consistently maintaining their academic progress throughout the grading period. (See next section for UIL eligibility.)

UIL GRADE REQUIREMENTS FOR EXTRACURRICULAR ACTIVITIES

A student with an "Incomplete" grade is only eligible at the end of the seven-day grace period if the Incomplete was replaced with a passing grade before the end of the seven-day grace period. Students with an "Incomplete" grade either within or beyond the end of the seven-day grace period may regain eligibility if the work is made up in accordance with district policy for the time allowed for make-up work and the conditions under which make-up work is allowed.

HIGH SCHOOL CREDIT COURSES TAKEN IN MIDDLE SCHOOL

LTISD offers courses for high school credit in middle school. Students who take these courses must show satisfactory completion of the prerequisite and Texas Essential Knowledge and

Skills, as well as state and district requirements. **Credit will be reflected on the student’s high school transcript; grades for high school level courses taken in middle school will not be used in calculating class rank.** High school courses taken in middle school will utilize the middle school grading guidelines and the middle school re-do procedures. Students who complete Algebra I and/or Geometry in middle school should plan to continue with higher-level mathematics courses in grades 9-12. Students who complete another language in the 8th grade may use this unit to satisfy one credit of the “Other Languages” requirement.

HIGH SCHOOL GRADING GUIDELINES

Category	Weighting	Minimum Number of Assignments per Grading Period
Tests (includes major essays and major projects)	60%	3
Quizzes/Daily Work	40%	8

Departments are permitted to determine how the category percentage weights in the quizzes/daily work category are split. These percentages will be entered into Skyward.

Note: Semester exams will be administered to students in grades 9-12, and each semester exam will count for 20% of the semester's overall average.

Teachers should strategically distribute major grades or tests throughout the nine-week grading period so these assessments allow sufficient time for student preparation and avoid overwhelming students with multiple tests in a short timeframe. Additionally, it's important to note that UIL's six-week grading periods do not align with LTISD's nine-week grading periods. By carefully planning major assessments over the entire nine weeks, we can avoid any potential inconsistencies or unnecessary issues arising from this discrepancy. Consistency in this process will help students achieve their goal to remain eligible for UIL activities while consistently maintaining their academic progress throughout the grading period. (See section below for UIL eligibility.)

WEIGHTED GRADING FOR ADVANCED AND HONORS COURSES

All Honors, Advanced Honors, Pre-Advanced Placement, OnRamps, and Advanced Placement courses are weighted when calculating the weighted Grade Point Average (GPA). A course is labeled Honors if no corresponding Advanced Placement course is offered. A course is labeled Pre-AP if a subsequent Advanced Placement course is offered. The District shall assign weights

to grades earned in eligible courses and shall calculate a weighted numerical grade average in accordance with the following scale:

- Students will earn a 1.1 multiplier per course, per semester for Honors and Pre-AP Courses in which they have earned a semester grade of 70 or higher;
- Students will earn a 1.2 multiplier per course, per semester for AP and Advanced Honors/OnRamps courses in which they have earned a semester grade of 70 or higher;
- The weighted points are not added until the semester is completed.

If a student is in an Honors, Advanced Honors, Pre-AP, or AP course and moves to an on-level course before the semester's end, no weighted points are added to the semester grade. A student shall be required during grades 9–12 to earn a minimum of 4 unweighted credits for calculating class rank. In addition, a student must complete at least three of the four required unweighted credits before the beginning of their senior year. [EIC \(LOCAL\)](#)

UIL GRADE REQUIREMENTS FOR EXTRACURRICULAR ACTIVITIES

A student with an "Incomplete" grade is only eligible at the end of the seven-day grace period if the Incomplete was replaced with a passing grade before the end of the seven-day grace period. Students with an "Incomplete" grade either within or beyond the end of the seven-day grace period may regain eligibility if the work is made up in accordance with district policy for the time allowed for make-up work and the conditions under which make-up work is allowed.

AWARDING OF CREDIT FOR HIGH SCHOOL COURSES

Credits for students in grades 9-12 are awarded on a semester-by-semester basis (1/2 credit per semester). If a student fails one semester of a full-year course and passes the other semester, the two-semester grades will be averaged to determine whether the student has earned a passing grade for the year, i.e., if a student makes 68 the first semester and 72 the second semester, the student may receive the full credit. However, when a student earns a passing grade in only half of a course, and the combined grade for both halves is lower than 70, the District shall award the student credit for the half with the passing grade. Each semester's grade earned is included in calculating a student's GPA.

LEARNING TOGETHER CHECKPOINTS (LTCs) GRADING GUIDELINES

In LTISD, teacher teams utilize common assessments called Learning Together Checkpoints (LTCs) to evaluate mastery of the curriculum and essential standards for each grade level, promoting fairness and consistency in instruction, grading, curriculum, and learning expectations. These formative assessments should be used as tools to gather timely evidence of student learning that inform instructional planning, identify areas for targeted support, and promote professional dialogue within teacher teams. Both elementary and secondary teams work collaboratively within their respective departments to determine how/if they will utilize LTCs as grades as appropriate by grade level and subject area. LTCs administered through the

district's IXL learning platform may not be used for grading purposes. Specific information about if or how LTCs will be used in the student grading calculations should be clearly communicated with students and families at the beginning of the school year prior to the administration of the first LTC.

GRADE REPORTING

PROGRESS REPORTS Grades 3-12

The district shall provide a notice of progress to the parent or guardian of every student beginning in third grade. The grades will be determined at three-week intervals or on a designated date. The numerical average should be posted on the progress report form or online. Parents may also monitor their student(s) grades through Skyward.

When a student's grade drops from passing to failing after the 3rd-week report, teachers shall:

- Notify parents.
- Ensure accurate records of contact or attempts to contact parents of students failing to be kept on file by the teacher for the current school year.
- Request any student whose reporting period grade average is below 70 or borderline to attend tutorial sessions.

REPORT CARDS

The District shall post online grade reports/report cards every 9-week grading period. Performance shall be measured in accordance with this policy. [EIE \(LOCAL\)](#)

STANDARDS-BASED REPORT CARD (K-2 ONLY)

To report student progress in a manner that is consistent and aligned with state curriculum standards, progress for kindergarten, first, and second grade will be reported on a Standards-Based Report Card. This report card is designed to give parents specific feedback on a child's progress on standards within the content areas. During reporting periods when standards are assessed, children receive a number to indicate the progress level toward mastery.

DAILY WORK AND QUIZZES (MINOR ASSIGNMENTS)

Daily work and quizzes primarily aim to give quickly administered, formative assessments where only a few recently introduced objectives are measured. Typically these formative assessments would be frequent to assist the teacher in monitoring the student's progress. The results inform students about their areas of strength and weakness and will help the teacher identify areas needing additional instruction.

TESTS, PROJECTS, AND RESEARCH PAPERS (MAJOR ASSIGNMENTS)

Carefully constructed tests, projects, or research papers will enhance students' learning opportunities and assess the culmination of learning for a specified student objective. Tests,

projects, and research papers shall be evaluated, and feedback shall be provided throughout the process to promote student success.

Teachers must limit the cost of materials and supplies to a reasonable amount and consider student access to technology outside of school.

Additional requirements include:

- Teachers shall develop and communicate a rubric or expectations for grading in advance;
- All projects should align with the district's scope and sequence for the subject and grade level;
- No assignments or projects of any kind will be due the first day back from a fall, winter, and/or spring break;
- Teachers may require that long-term projects with multiple checkpoints be turned in according to a designated rubric. The culminating grade shall be determined by completing all checkpoints and the final artifact before the end of the grading period. Teachers are encouraged to consider extenuating circumstances as appropriate;
- Due dates for completion of tests, projects, or research papers should be communicated in advance; Grading of tests, including any retakes, and the return of projects or research papers must be within the same grading period the assignment is due.

EXTRA CREDIT

Extra credit, if provided by teachers, shall be awarded based on an academic product that can be directly related to the Lake Travis ISD curriculum objectives. If offered, optional extra credit assignments should apply equally to all students enrolled in the same level content course for that campus. Extra credit shall not be given to students providing classroom supplies or materials or awarded for other non-academic work. Points for extra credit shall not raise a student's 9-week average above 100.

HOMEWORK

The District considers homework as an extension of learning beyond the classroom. Depending on the course content, homework may be addressed in short-term and/or long-term assignments. The primary objective of homework is to reinforce student learning and improve student performance. Teachers should systematically assign homework, evaluate student work, and provide feedback. The teacher shall direct the length and difficulty of an assignment and should depend on grade level, student needs, content, purpose, and type of assignment. Assignments should be appropriate to the developmental and ability levels of the students.

Homework should be reasonable for elementary grades regarding student time and available resources. The maximum number of minutes of homework per day/per grade level is:

- 1st - 10 minutes/day
- 2nd - 20 minutes/day
- 3rd - 30 minutes/day
- 4th - 40 minutes/day

5th - 50 minutes/day

To the extent possible, assignments should consider a student's entire schedule. They should be coordinated across subject areas at each school to avoid overloading students at any particular time. For secondary grades, assigning more than 30 minutes of homework per academic level course on a typical night should be avoided or scheduled several days in advance. Block scheduling at the High School level offers teachers and students some additional flexibility in regards to how homework is assigned and completed. Block scheduling allows students additional opportunities to complete homework assignments in class, if part of the 90-minute instructional block is dedicated for this purpose and students are encouraged to take advantage of those opportunities when provided. Homework may be assessed in a variety of ways. Student completion of homework, reviewed by the teacher for grading, should be considered. It is considered appropriate to assign the reading or outlining of a chapter before class coverage. Direction should be given to help students concentrate on major points (i.e., student objectives for the content presented).

Effective homework includes the following:

- Structure homework to ensure high completion rates;
- Provide feedback to students to identify their progress toward goal attainment;
- Build upon concepts and skills previously introduced in the classroom;
- Encompass a variety of activities;
- Encourage independent learning, responsibility, and self-discipline;
- Require students to apply various thinking skills;
- Assign homework at the student's ability level;
- Refrain from using homework as a disciplinary measure.

HOMEWORK GRADING OPTIONS

Teachers who choose to assign homework may assign grades based on individual assignments. To support varied instructional strategies and foster comprehensive student learning, teachers are also granted the flexibility to implement cumulative homework grading. This approach allows for the aggregation of multiple homework assignments into a single, comprehensive grade, rather than recording individual grades for each assignment. Specifically, teachers may:

- **Cumulative Homework Grade:** Combine a predetermined amount of homework assignments into one cumulative grade in the gradebook. This single grade will reflect the overall performance and completion of the assigned homework tasks over a specified period.

This method promotes consistency in student effort and mastery of content over time, encouraging sustained engagement and understanding rather than isolated performance on individual tasks. Teachers still have the option to assign individual homework assignments for single grades.

RETURNING ASSIGNMENTS AND TESTS

All tests given shall be graded and returned within 5 school days of the date issued. Exceptions to the 5-day return of tests will only be provided to accommodate absent students in grades 9-12 due to A/B scheduling. In this circumstance, all tests will be returned to absent students by ten school days following the initial test date. All student work shall be returned or made available to the student for review, including but not limited to exams, quizzes, research papers, projects, daily work, and homework, according to established timelines for grades posted in Skyward.

Exceptions to the return of students' tests will be semester exams, District curriculum-based assessments, and all AP exams using copyrighted College Board questions. These tests may be reviewed with the teacher. Teachers using copyrighted AP College Board test questions will remove these questions before returning the test to students.

Exams purchased by the district may be viewed but not released to parents. These include but are not limited to, cognitive abilities (CogAT) and achievement tests (ITBS), credit by exams, and other copyrighted materials.

ASSESSMENT SCHEDULING

Major tests should be coordinated so students do not have multiple exams (3 or more) on the same day.

Principals will ensure that, to the extent possible, major tests are distributed over multiple days. Each campus will establish its schedule.

STUDENTS CHECKING WORK AND POSTING OF GRADES

Students may grade or check their work at the teacher's discretion. Teachers and students are not permitted to call out grades. In addition, grades may not be posted anywhere other students can identify individual student scores.

TIMELINE FOR POSTING GRADES IN GRADEBOOK/SKYWARD

The following timeline is the maximum number of days for a teacher to post grades to Skyward for student and parent viewing. Teachers must post grades into Skyward no later than 5 school days from the day the assignment(s) were completed or turned in, except for major projects or essays, which must be posted no later than 10 school days from the day the assignment(s) were completed or turned in. Such assignments may include but are not limited to research papers, written compositions, data-based inquiries, etc. Teachers will communicate an intended timeline for grade posting.

MAKE-UP WORK FOR STUDENTS

Students with excused absences will be permitted to make up regular coursework and receive the actual grade earned. Students are given the number of days absent to make up all work assigned in their absence. Students will be responsible for obtaining, completing, and turning in the make-up work within the time frame.

ELEMENTARY REDO POLICY:

REDO POLICY: MAJOR ASSIGNMENTS, MAJOR PROJECTS, AND TESTS

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. This applies only to major assignments, major projects, and tests. Daily assignments, quizzes, and semester final examinations are excluded.

[See District Policy [EIA \(LOCAL\)](#).]

The following criteria may be considered when determining the opportunity to redo a major assignment, major project, or test:

- Students may be permitted to redo projects and/or research papers if they received a reduced grade on the original assignment because they were found to have committed an act of academic dishonesty as long as the student meets any teacher and/or administrator requirements. (See Major Assignments, Major Projects, and Tests)
- Student participation in any reasonable reteach or reviewing activities assigned by the teacher in preparation for redoing a major assignment, major project, or test.
- The student will take the retest at the agreed-upon time.
- Teachers will allow a student to retake or correct a test. Students completing test corrections may receive credit as determined by the grade-level team.
- Retake and redo plans must be consistent by grade level and honor the district policy, including
 - If a grade entered in Skyward/grade book falls below 70% (Grades 3-5) or Not met (Grades K-2), a comment is required as an accompanying statement alongside the grade. Further, reteach and retest/redo will be documented.
 - For eligible assignments, recording the grade representing the student's best performance (up to 100%) is encouraged. For example, if a student scores a 62 on the first assessment and an 88 on the second, an 88 would be recorded in the grade book with a comment that a retest took place and the prior grade is noted. If a student scores lower on a retest, the higher grade will remain.
 - If there is suspected abuse of the retake/redo opportunity to gain a grade advantage, the teacher must contact parents/guardians, the student's counselor, and/or the campus student support team.

MIDDLE SCHOOL REDO POLICY:

REDO POLICY: MAJOR ASSIGNMENTS, MAJOR PROJECTS, AND TESTS

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. This applies only to major assignments, major projects, and tests. Daily assignments, quizzes, and semester final examinations are excluded.

[See District Policy [EIA \(LOCAL\)](#).]

HIGH SCHOOL CREDIT COURSES IN MIDDLE SCHOOL: Students taking middle school courses for high school credit will follow the middle school grading guidelines and the middle school redo policy.

The following criteria may be considered when determining the opportunity to redo a major assignment, major project, or test:

- Students may be permitted to redo projects and/or research papers if they received a reduced grade on the original assignment because they were found to have committed an act of academic dishonesty as long as the student meets any teacher and/or administrator requirements. (See Major Assignments, Major Projects, and Tests)
- Student participation in any reasonable reteach or reviewing activities assigned by the teacher in preparation for redoing a major assignment, major project, or test;
- Teachers will allow a student to retake or correct a test. Students completing test corrections may receive credit as determined by the grade-level team;
- The student will take the retest at the agreed-upon time.

The following criteria must be followed to establish the retake/redo process:

- Retake and redo processes must be consistent by the grade-level team and aligned in a vertical progression by department and course, including
 - Type(s) of assignment(s)/test(s) eligible for a retake or redo;
 - Number of times a student can retake or redo an individual assignment/test;
 - Number of times a student can retake or redo assignments/tests in a specified time period (nine weeks/semester/year); and
 - Point(s) recovery when demonstrating further mastery of content.
 - Students may earn up to 80% upon redo for a major assignment. Grades should represent mastery of the content, so this maximum may not be lowered. It can, however, be raised by consensus of the grade-level team.

Information on the retake/redo policy for a given grade-level team should be clearly communicated with parents and students at the beginning of the school year.

- Students shall be given at least one opportunity to retake or redo eligible assignments within five school days of the notification to the student.
- Re-teach/relearn opportunities should be provided to students as a part of the retake and redo process.
- Various reassessment techniques, including oral questioning, observation, retesting, demonstration, and alternative assignments, can be used.

HIGH SCHOOL REDO POLICY:

REDO POLICY: MAJOR ASSIGNMENTS, MAJOR PROJECTS, AND TESTS

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. This applies only to major assignments, major projects, and tests. Daily assignments, quizzes, and semester final examinations are excluded.

[See District Policy [EIA \(LOCAL\)](#).]

The following criteria may be considered when determining the opportunity to redo a major assignment, major project, or test:

- Students may be permitted to redo projects and/or research papers if they received a reduced grade on the original assignment because they were found to have committed an act of academic dishonesty as long as the student meets any teacher and/or administrator requirements. (See Major Assignments, Major Projects, and Tests)
- Student participation in any reasonable reteach or reviewing activities assigned by the teacher in preparation for redoing a major assignment, major project, or test;
- Teachers will allow a student to retake or correct a test. Students completing test corrections may receive credit as determined by the grade-level team;
- The student will take the retest at the agreed-upon time. Failure to do so will result in parent and student notification that the original grade will remain in the gradebook. Students are encouraged to take the opportunity to retest seriously and show up at the agreed-upon time.
- For issues of academic dishonesty [See High School Honor Code](#)

The following criteria must be followed to establish the retake/redo process:

- Students shall be given at least one opportunity to retake or redo eligible assignments within five school days of the notification to the student.
- Re-teach/relearn opportunities should be provided to students as a part of the retake and redo process.
- Various reassessment techniques, including oral questioning, observation, retesting, demonstration, and alternative assignments, can be used.

On a redo, students may earn back half of their original missed points back up to an 80. For example, if a student made a 40 on the original assessment, he/she could earn back 30 points, which would be a maximum grade of 70. If a student makes a 65 on the original assessment, he/she could earn 17 points back, but that would put the student over an 80, so his/her grade would be capped at an 80.

ACADEMIC DISHONESTY

A student found to have engaged in academic dishonesty or cheating shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Cheating shall be defined as giving or receiving information or help on a test; possession of any unauthorized material during a test; copying another student's assignment or knowingly allowing another unauthorized student to copy from their assignment; working with others on a project that is meant to be done individually; unauthorized possession of test or quiz questions and/or answer sheets; completing an assignment, test, or quiz on behalf of another student; submitting duplicate work; having someone else complete an assignment, test, or quiz on behalf of the student, or accessing a teacher textbook edition. 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, considering written materials, observation, or student information. Depending on the severity of the incident, consequences shall include grade reduction, and/or a repeat of the assignment, and other disciplinary action deemed appropriate. [EIA \(LOCAL\)](#)

ARTIFICIAL INTELLIGENCE

Our school district is committed to establishing guidelines for the ethical and effective use of AI-assisted tools to support student learning, maintain equity, and uphold privacy standards. District AI guidelines aim to leverage AI technology to enhance instructional processes while ensuring fairness, transparency, and data protection for students.

To ensure data protection and anonymization, we will use AI tools compliant with data protection regulations, such as FERPA, and anonymize student data processed by AI systems to protect individual identities and reduce bias. Additionally, teachers and students will have access to training and resources to help support their ethical and effective use of AI.

AI tools can be leveraged in a variety of capacities to support teaching and learning. AI may be used to assist teachers in grading but will not replace their professional judgment. Teachers will remain the final authority on student grades, and guidance will be provided to help them effectively integrate AI tools into their instructional practices.

Continuous improvement is a key aspect of our policy. Regular audits of AI systems will be conducted to ensure accuracy, fairness, and the absence of bias. Student outcomes will be monitored to assess the impact of AI-assisted grading, and feedback from students, parents, and teachers will be collected to refine our practices.

When appropriate to submit work supported by AI tools, students must clearly label AI-generated content and follow guidelines for its use. AI is not a substitute for original thought, and students must credit AI tools used in their work. AI use in assignments requires prior teacher consent and must align with expectations defined in the syllabus. Students are accountable for the ethical use of AI to maintain academic integrity and are responsible for checking the relevance and accuracy of AI-generated results. Criteria for grading AI-generated

work will focus on the student's effective use of AI tools, the originality of their input, and their critical engagement with the material.

By adhering to these AI grading guidelines, our school district aims to harness the benefits of AI technology while maintaining high standards of fairness, transparency, and data protection. This approach ensures that AI serves as a valuable tool in enhancing educational outcomes for all students. As the landscape of AI is ever-evolving, grading guidelines related to AI will be reviewed and updated annually to reflect new insights, technologies, and best practices.

LATE WORK

The operational definition of late work is when a student has been provided adequate time and instruction to complete student work and has not completed it by the assigned time and date. This includes all assignments included in a long-term project as well as assignments designed to be completed within the designated class period.

For Grades 9-12:

If a student does not turn in an assignment intended to be completed outside of class time by the due date, then students will have two class periods to turn in the assignment late, but points will be deducted. After the due date, but before the next class session, the earned grade shall be reduced by up to 15%. If two class sessions are late, the earned grade shall be reduced by up to 30%. Students with extended time accommodations written into their IEP or 504 plan will be addressed on an individual basis. Students who are in a pattern of turning in work past the due date may require additional intervention from the teacher. A plan should be developed at this point to assist the student in catching up with their late assignments.

For Grades 6-8:

If a student does not turn in an assignment by the due date, then students will have two class periods to turn in the assignment late, but points will be deducted. After the due date, but before the next class session, the earned grade shall be reduced by up to 10%. If two class sessions are late, the earned grade shall be reduced by up to 20%. Students with extended time accommodations written into their IEP or 504 plan will be addressed on an individual basis. Students who are in a pattern of turning in work past the due date may require additional intervention from the teacher. A plan should be developed at this point to assist the student in catching up with their late assignments.

For Grades 3-5:

If a student turns in an assignment one day late, up to 10% may be deducted from the original grade. If the assignment is late on the second day, up to 20% may be deducted. The earned grade may be reduced by up to 50% for more than two class sessions late. These decisions must be consistent across a grade level.

For Grades K-2:

Students in these grades receive a standards-based report card. Grades are reflective of mastery of concepts and support needed for skill development.

SEMESTER EXAMS

Semester exams will be administered to students in grades 6-12. Each semester exam will count for 10% of Middle School courses (6-8) and 20% of High School courses (9-12) of the overall semester average in the course. (High School course semester exams taken in Middle School also count for 20%). Semester exams must accurately reflect the rigor and comprehensive mastery of the Texas Essential Knowledge and Skills (TEKS) covered throughout the course up to that point.

Midterms and final exams are administered on the last four (4) days of each semester. It is strongly advised that families do not schedule activities that conflict with midterm or final examinations. Requesting to take exams early or missing exams for travel or personal reasons is not acceptable. Only the school principal or associate principal may approve the advanced makeup of midterm and final exams. Approval will only be granted for family emergencies, funerals, and extreme cases where extenuating circumstances warrant administering advanced examinations. Make-up exams after the examination date will only be granted for cases where the absence is due to illness or a death in the family. On return to school, written verification from a doctor and/or other verification may be required.

EXEMPTIONS TO COMPULSORY ATTENDANCE RELATED TO MAKE-UP WORK FOR STUDENTS

Unreported absences to the campus will be recorded as unexcused. Assignments for unexcused absences may be recorded as “M” for Missing, but students should be allowed to make up missed assignments (see Late Work Policy above). State law allows exemptions to the compulsory attendance requirements for several types of absences. These include the following activities and events:

- Religious holy days: Students who miss school due to a religious holiday must be allowed time to make up for the missed work and receive full credit for the work that is turned in per district grading and reporting guidelines for make-up work. Please note that students are allowed one travel day before and one travel day after a religious holiday per state law;
- Required court appearances;
- Higher education visits (no more than 2 days during both the Junior and Senior years);
- Activities related to pursuing enlistment in a branch of the U.S. armed services or Texas National Guard;
- Activities related to obtaining United States citizenship; service as an election clerk; and
- Documented healthcare appointments, including absences for recognized services for students diagnosed with autism spectrum disorders. [FEA \(LEGAL\)](#)

UIL PARTICIPATION EXEMPTION FOR ADVANCED COURSES IN HIGH SCHOOL

Generally, a student who receives a grade below 70 at the end of a grading period (after the first six weeks of the school year) in any academic class may not participate in extracurricular

activities for at least three school weeks. However, a student who receives a grade below 70 at the end of a grading period in an Advanced Placement (AP), or dual credit course, remains eligible for extracurricular activities. For Pre-Advanced Placement (PreAP) or honors courses, students may complete a one-time waiver per course, per semester to remain eligible for extracurricular activities. These forms are available through the extracurricular coach or sponsor.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited. If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight Reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and fails to meet the individualized education program (IEP) standards may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but not participate in any competitive activity.

The student regains eligibility when the principal and teachers determine that they have:

- Earned a passing grade (70 or above) in all academic classes, other than those that are advanced; or
- Completed the three school weeks of ineligibility.

All students are academically eligible during a school holiday of a full calendar week or more. When the bell rings to dismiss students for the December holidays, all students are eligible until classes resume in January. The same is true for summer recess and fall and spring breaks, provided those breaks consist of at least a full calendar week.

Students lose eligibility for a three-school-week period. The term "three school weeks" is defined as 15 class days. Ineligible students no longer regain eligibility immediately. They must wait seven calendar days after the end of the grading period. Eligible students shall not lose eligibility until seven calendar days after the end of the grading period. EXAMPLE: The grading period ends on Friday at 4:00 p.m. Students shall not regain or lose their eligibility until the following Friday at 4:00 pm. The grading period grade determines eligibility (not the course average).

TUTORIAL REQUIREMENTS

The campus will provide tutorial services. As appropriate, the principal will ensure that a student whose grade in a subject for a reporting period is lower than 70 attends tutorials during the following reporting period. Unless a student is specifically exempted because they qualify for an exemption from compulsory attendance, they must attend tutorial classes when required by the

campus administration. Teachers will provide tutorials on a regular schedule and will communicate this schedule to students and parents.

SUMMER ASSIGNMENTS FOR SPECIFIC COURSES

In various courses, students may be directed to complete summer assignments to review and prepare students for the upcoming course. These summer assignments will be posted on the campus website.

Students new to the district or transferred into a course, including a summer assignment, may be directed to complete a summer assignment(s). Summer assignments for a student(s) new to the district or a student scheduled for a new course shall be provided a reasonable amount of time to complete the summer assignment(s) when school resumes in the fall semester.

GRADE PROMOTIONS

PROMOTION GUIDELINES FOR GRADES K - 8

A student may be promoted only based on academic achievement or demonstrated proficiency in the subject matter of the course or grade level. [EIE \(Legal\)](#)

Grades K–2: In kindergarten through grade 2, promotion to the next grade level shall be based on 70 percent mastery of the grade-level standards (essential knowledge and skills) for each subject as indicated on the report card.

Grades 3-8: The student shall be promoted to the next grade level if the student:

- Has earned a final grade of 70 or above in both language arts and mathematics;
- Has an overall average of 70 or above as determined by averaging final grades for language arts, mathematics, social studies, science; and
- Has not failed either social studies or science for two consecutive years. [EIE \(LOCAL\)](#)
- Exceptions for students participating in advanced mathematics courses may be considered.

Grades 9-12: Grade-level advancement for students in grades 9–12 shall be earned by course credits. Changes in grade-level classification shall be made at the beginning of the fall semester.

If a parent initiates an appeal of their child's retention, the campus Grade Placement Committee (GPC) shall review all facts and circumstances in accordance with the law. The student shall not be promoted unless:

1. All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and

2. The student has completed the required accelerated instruction in the subject area for which the student failed to demonstrate proficiency. [EIE \(LOCAL\)](#)

CREDIT RECOVERY

Middle school (Grades 6-8):

LTISD provides Course-Recovery Summer School to assist students in meeting the promotion requirements for the school year (see promotion requirements for Grades 3-8, listed above). Students must complete the assigned credit recovery course(s) to receive a passing grade of 70% for the year in each course. While participation in Summer School is not required, failure to complete credit recovery for their assigned courses may result in retention in their current grade level for the subsequent school year, pending Grade Placement Committee (GPC) recommendations. Parents must be notified in writing prior to the end of the school year if their child is in danger of failing a required course so that they may make every effort to assist their child in successfully passing their courses for the year.

High School (Grades 9-12):

Credit recovery programs may be available for students behind in credit accrual. Credit recovery is determined on an as-needed basis. Credit recovery is a computer-based recovery program. Please see a counselor for more information on credit recovery guidelines. Credit recovery is also available during summer school.

ATTENDANCE

State law requires students to attend 90 percent of the days a class is offered to gain credit or be considered for promotion. When a student's attendance falls below 90% but remains at least 75% of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. If the student fails to complete the plan successfully, or when a student's attendance drops below 75% of the days the class is offered, the student/parent may petition the attendance committee for review. [\(FEC Local\)](#)

STUDENT SUPPORT SYSTEMS AND PROGRAMS

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Lake Travis ISD teachers will implement general classroom interventions and instructional accommodations for students who are struggling academically and/or behaviorally. If classroom accommodations do not result in student success, the teacher may request help from the campus MTSS team. The MTSS team typically comprises a counselor, administrator, and teacher(s). Other LTISD staff members may be invited to attend. Please note that parent notification of the MTSS meeting is required.

The MTSS may recommend that teacher(s) implement specific targeted interventions based on the difficulties the student is experiencing. The teacher(s) will gather student performance data throughout the intervention process and periodically report the results to the MTSS team. Ultimately if the interventions do not result in improved student performance, the MTSS team

may recommend that the parents provide consent for the district to conduct a complete individual evaluation under the Individuals with Disabilities Education Act (IDEA) or an assessment under Section 504 of the Rehabilitation Act (as amended). [EIE \(LOCAL\)](#)

STUDENTS WITH DISABILITIES (SPECIAL EDUCATION/SECTION 504)

If a student is in special education or is identified as a Section 504 student, testing methods must allow the student to demonstrate specific knowledge and skills regardless of their disability. If alternate testing methods are required, they should be documented in the accommodations section of the IEP or Section 504 Individual Accommodation Plan. All teachers working with the student should know these accommodations and follow the IEP or Section 504 accommodations as indicated. The teacher must receive and sign copies of the accommodation plan.

ESL MODIFICATIONS REQUIREMENTS: Emergent Bilingual Students (EB) who Receive English as a Second Language (ESL) Services

Teachers will implement the accommodations and modifications determined and documented by the student's Language Proficiency Assessment Committees (LPAC) committee. These accommodations must be used in both instruction and assessment. Homework assignments should be accommodated in the same manner. The grading of ESL students should not penalize the student for not yet being fully fluent in English. Students new to U.S. schools and at the lowest language proficiency levels may receive a grade of Pass/Fail for up to one year as determined by the LPAC. [EIC \(LOCAL\)](#) Teachers will maintain high expectations for student learning and will accommodate and adapt lessons and assignments so EB students can progress. Based on the student's English Language Proficiency Level, the following table should be used to assist in assigning grades:

Beginning to Low Intermediate English Language Proficiency

A student is given a passing grade if they perform the following tasks:

1. Is prepared for class with needed materials
2. Tries all the work assigned to them (modifications of work assigned should be a collaboration between the ESL and subject-area teacher)
 - a. Uses reference materials (math dictionary, picture dictionary, vocabulary sheets, word walls, and/or bilingual dictionary and/or glossary)
 - b. Attempts as much of an assignment as they can
 - c. Completes portions of modified work
 - d. Is attentive during instruction/group work,
 - e. Copies notes when necessary
 - f. Communicates needs and feelings verbally or nonverbally

A student is given a failing grade if they generally do not perform the above tasks.

High Intermediate to Advanced English Language Proficiency

A student is given standard grades for modified/accommodated work.

Examples of modified/accommodated work include but are not limited to the following:

1. Assessments read aloud, extended time, language modifications, word banks, reducing problems or steps because of linguistic complexity, drawing pictures, completing graphic organizers, etc. (modifications should be a collaboration between the ESL and subject-area teacher).
2. See appropriate Proficiency Level Descriptors to determine what you should and shouldn't expect from students due to their proficiency in each of the four language domains.

Individual grades can be added for class participation, note-taking, and use of references to better reflect classroom effort in a student's final grade.

Advanced High English Language Proficiency

A student is given standard grades for work that is most comparable to their peers:

1. Homework/classwork assignments may be modified, but only the following test modifications can be made:
 - a. A student should be given extra time to complete tests.
 - b. Bilingual/ESL dictionaries are made available.
 - c. Clarification in English of word meaning in writing prompts and short answer questions.