



Lumberton ISD

Grading and Promotion Guidelines

2026-2027

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GENERAL GRADING GUIDELINES

GUIDELINES FOR GRADING:

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

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. (EIA Local Policy)

Grades taken for assignments or tests will be entered within one week from the date of completion; with the exception of rubric graded or special projects that require additional time to score.

GRADEBOOK CODES:

In addition to numerical grades, teachers have the option to enter the following codes in place of a grade:

Code	Meaning	Grade Given	Pass/Fail Indicator	Numeric Equivalent
EX	Exempt	No	N/A	N/A
I	Incomplete	No	I	N/A
M	Missing	No	Fail	0
NG	Not Graded	No	N/A	N/A
P	Passed	Yes	Pass	N/A

HOMEWORK:

Homework should represent independent practice or independent study related to a concept taught through direct instruction. Homework should be evaluated in a timely manner and students should be provided with specific feedback on their performance of the assigned task. Homework can be part of the nine weeks' grade.

MAKE-UP WORK:

Late Work

Late work is defined as assigned work not turned in on time.

Late work guidelines will be submitted to the campus principal or designee and communicated to students and parents via course syllabi and the campus student handbook. All late work will be submitted no later than the end of every nine weeks.

Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student is to inform the teacher of any such circumstances that prevented the completion of the homework. Long-term projects and major essays that are included on the syllabus at the beginning of the Fall and/or Spring semester are due on the announced due date or as arranged with the teacher.

Makeup Work

In order to provide the total assessment "picture" of a student's academic progress for a course, any student missing classroom instruction will be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study.

Makeup Work Guidelines:

1. Makeup work is available to all students. Students are responsible for asking teachers for the makeup work upon returning to class. Students shall receive credit for satisfactory makeup work, including tests, after an absence, but may receive a zero for any makeup work, including tests, not made up within the allotted time. Any assignment not turned in or submitted within the allotted time falls within the late work guidelines.
2. Exceptions may be granted by the Campus Administration in extenuating circumstances.
3. The number of school days allowed for makeup work to be completed for full credit will be equal to the number of times a class was missed, unless the absences are unexcused. No exceptions to this timeline...i.e. 3 for 3, etc...
4. A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
5. Makeup work, including tests, may be of an altered version to assess what the student has learned.
6. Teachers may assign alternate work to assure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The

assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine makeup work.

REGAINING CREDIT:

A student shall be given credit for a class only if the student has been in attendance 90 percent of the days the class is offered, unless an attendance committee appointed by the Board gives the student credit because there were extenuating circumstances for the absences.

A student who attends at least 75 percent, but less than 90 percent, of the days a class is offered may receive credit or a final grade if the student successfully completes a plan approved by the campus principal. The plan must provide an opportunity for the student to meet the instructional requirements of the course.

A student who is under the jurisdiction of a court in a criminal or juvenile justice proceeding may not receive credit or a final grade under this provision without the consent of the judge presiding over the student's case. (*FEC Legal Policy*)

Classroom teachers shall comprise a majority of the attendance committee.

When a student's attendance drops below 90 percent of the days the class is offered, the student, parent, or representative may submit a written petition to the appropriate attendance committee requesting award of credit. The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The attendance committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered. Students who have lost credit or have not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

The committee may impose any of the following conditions for students with excessive absences to regain credit or be awarded a final grade*:

1. Completing additional assignments, as specified by the committee or teacher
2. Attending tutorial sessions as scheduled, which may include Saturday classes or before- and after-school programs.

3. Maintaining the attendance standards for the rest of the semester.
4. Taking an examination to earn credit. [See EHDB]
5. Attending a flexible school day program.
6. Attending summer school.

*In all cases, the student must also earn a passing grade in order to receive credit.

See Local and/or Legal Board Policies: EIA (Local), EIA (Legal), FEA (Local), FEA (Legal), FEC (Local), and FEC (Legal) for more detailed information.

PROGRESS REPORTS AND REPORT CARDS

In grades 1 – 12, progress reports will be available through the Parent Portal every 3rd and 6th week of a nine-week period with report cards available at the end of the 9th week of the grading period.

GRADING ROLES AND RESPONSIBILITIES

All Students will:

1. Complete assigned work on time and return it to the teacher. Based on teacher preference, Google Classroom may be used to complete and submit work assignments.
2. Plan to schedule work on long-term assignments so assignments will be completed on time.
3. Initiate communication with the teacher when they do not understand the assignment or if they're experiencing difficulty.
4. Complete all assignments within the time limits given by the teacher or be subject to appropriate late work guidelines.
5. Evaluate their own work for accuracy and seek clarification as needed from the teacher.
6. Maintain academic integrity and honesty. Academic dishonesty may result in academic and/or behavioral consequences (see the *Academic Dishonesty* section).

**Students participating in extracurricular activities must meet grade eligibility requirements for participation.*

Parents/Guardians will:

1. Establish a specific time, place, and manner for schoolwork to be completed.
2. Provide the supplies and materials necessary to complete homework.

3. Monitor as needed; refrain from completing assignments and/or homework for the student.
4. Assist the student in planning a time schedule for long-term assignments.
5. Initiate communication with the teacher as soon as concerns arise.

The Campus will:

1. Adhere to the late work guidelines as established by LISD procedures and guidelines.
2. Design and designate exam schedules as needed.
3. Address issues surrounding the calculation of grades for the purpose of regaining UIL eligibility at the three-week grade checks.

The Department will:

1. Confer collaboratively in the development or design of lesson plans.
2. Establish a comprehensive assessment schedule or calendar by department. This schedule must be adhered to for Unit tests.
3. Adhere to established departmental/content area schedule regarding assessments.
4. Departmental teachers will coordinate the sharing of instructional resources.

The Teacher will:

1. Ensure alignment of the written, taught, and tested curriculum.
2. Enter the grades in the gradebook weekly. All records of grades and assessments become a part of the confidential record for the evaluation of student progress.
3. Inform students of content covered on all major assessments.
4. Not increase or decrease a classroom grade for participation or lack of participation in any extracurricular activity (i.e. athletics/academic UIL/etc.)
5. Must follow the High School Grading Procedures and ask for clarification from campus administration or department chairs as needed.
6. Provide students with a rubric for long-term projects.
7. Provide frequent feedback to students and parents regarding student progress.

TYPES OF ASSIGNMENTS/ASSESSMENTS

General

Student mastery of course objectives may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have as their source written paper work. Nor is it always necessary to receive a grade for every paper produced. Although the teacher should always monitor and provide feedback to students for any activity that he/she assigns, the feedback does not always need to be in the form of a grade. Assessment should always follow a period of guided practice and/or independent practice.

In grading a group project, members of a group should not be penalized for an individual's non-participation. Conversely, a student who does not fully participate, but participates to a limited degree, will receive a grade reflective of his/her participation.

Performance-Based Courses

Performance-based courses may have assignments that differ significantly from other academic courses. Performance-based courses include courses within the following departments: Career and Technical Education (CTE), Fine Arts, Physical Education, and Athletics.

In many performance-based courses, the grading and assignments must reflect the TEKS and a measure of the student's performance. In performance-based courses, a higher percentage of the grade may come from participation. Teachers of performance-based courses should work with the program-area coordinator/director to ensure that their grading system is in compliance with High School Grading Procedures and the expectations and guidelines of the program area.

Major Grades

All major grades measure performance based on the TEKS or content. They serve to evaluate the mastery of the TEKS, concepts, understandings, and district objectives while providing opportunities to demonstrate certain knowledge or skills.

Tests/Examinations

Tests and examinations measure performance based on the TEKS or content. They serve to evaluate mastery of the TEKS, concepts, understandings, and district objectives, and provide opportunities to demonstrate certain knowledge or skills.

1. Test/Examinations are assessments designed to measure a student's successful attainment of the knowledge and skills outlined in the TEKS as expressed in the LISD curriculum guides.

2. Major examinations consist of chapter, unit, concept, or cumulative assessments.

Common Assessments

Grades on common assessments will be determined by each department and will be explained to parents and students prior to the assessments being administered. Common Assessments (CAs) or Unit tests will depend on the frequency of the units within the course/subject's scope and sequence.

1. Common assessments are administered in all core content classes. These assessments may be district-developed or department-developed.

2. Common assessments may not be substituted with previous assignments or an average of past performance assessments.

Performance Assessments

Performance assessments are measures of a student's progress toward mastery of course objectives or content. Performance assessments will reflect real-world tasks and relate to instructional objectives. This type of assessment often requires analyzing a task, developing a plan of action, gathering information, selecting the relevant information, and presenting appropriate information. The method of presentation/product should be designed by the teacher based on the subject area and content objectives. A rubric may be provided to the student prior to the beginning of the assignment.

There are many forms of assessments that may or may not be utilized by individual teachers. Types of performance assessments include, but are not limited to:

- classroom participation
- classroom discussions
- oral responses
- written responses
- homework assignments
- experiments
- teacher observation
- research project
- checklists of skills
- portfolios
- enrichment
- group work/projects
- independent or group reading
- lab reports

Special Projects/Major Essays

1. Major essays or projects are lengthy class work or homework assignments that may take up to several weeks for a student or group of students to complete.
2. A rubric may be provided to the student prior to the beginning of the assignment.
3. Major essays or projects, assigned over a lengthy period of time and included on the course syllabus, are due on or before the due date. Any exceptions for late term projects for full credit must be approved by the principal or principal's designee after meeting with the classroom teacher.
4. Penalty for late projects will be the same as for all other late work.



LUMBERTON EARLY CHILDHOOD SCHOOL

Pre-Kindergarten and Kindergarten

STANDARDS-BASED GRADING

Lumberton ISD (LISD) uses standards-based grading for Pre-Kindergarten and Kindergarten in an effort to give students and parents a holistic picture of student achievement, including more information about the areas in need of improvement. A standards-based report card communicates a learner's proficiency level as he/she progresses toward meeting state standards. Learning standards are the academic skills a student should know or be able to do by the end of the school year. Standards-based report cards give a grade for each learning goal, so learners receive multiple grades in each subject area.

Standards-based grading (SBG) is an intentional way for teachers to track their students' progress and achievements while focusing on helping students learn and reach their highest potential. It is based on students showing signs of mastery or understanding various lessons and skills. In fact, many districts across the country have embraced the idea for decades. Standards-based grading is a way to view student progress based on proficiency levels for identified standards rather than relying on a holistic representation as the sole measure of achievement.

Standards-based grading is often contrasted with a more traditional approach to grading and assessment. Instead of the all-or-nothing, percentages-and-letter-grades system, standards-based approaches consider evidence of learning and the data it produces in different ways.

PRE-KINDERGARTEN GRADES

Pre-k students shall be graded through formal and informal assessments as well as teacher observation of students' mastery of the Texas Pre-K Guidelines through Standards-Based Grading.

Grades for Language and Communication, Emergent Literacy Reading, Emergent Literacy Writing, and Mathematics will be recorded through Student Expectation Mastery Levels,

which include:

- **2 - Proficient:** Student demonstrates independent achievement and mastery of the pre-k student outcomes.
- **1- Developing Proficiency:** Student is working toward an understanding and mastery of the pre-k student outcomes.
- ***- Not Assessed:** The student is not assessed on that skill during current marking period.

Grades for Science, Social Studies, Social and Emotional Development, Physical Education, Music, and S.T.E.A.M will be recorded through Student Expectation Mastery Levels, which include:

- **E - Excellent:** Student exhibits mastery of the skill/concept.
- **S - Satisfactory:** Student exhibits skill/concept with minimal guidance.
- **N - Needs Improvement:** Student exhibits skill/concept with direct guidance.
- **U - Unsatisfactory:** Student is unable to exhibit skill/concept with direct guidance.

KINDERGARTEN GRADES

Kindergarten students will be graded through formal and informal assessments as well as teacher observation of students' mastery of the Texas Essential Knowledge and Skills through standards-based grading.

Grades for Reading Language Arts, Mathematics, Science, and Social Studies will be recorded through Student Expectation Mastery Levels, which include:

- **4 - Exceeds Grade Level Expectation:** The student demonstrates an understanding beyond proficiency and has exceeded the grade level standard.
- **3 - Meets Grade Level Expectation:** The student demonstrates mastery and independent achievement of grade level student expectation.
- **2 - Approaching Grade Level Expectation:** The student understands and grasps most of the grade level student expectation.
- **1 - Developing Proficiency:** The student understands and grasps some of the grade level student expectation, but is still working on developing the skills needed to become proficient.
- ***- Not Assessed:** The student is not assessed on that skill during the current marking period.

The grade level target for each student expectation is 3 - Meets Grade Level Expectation. When a 3 is earned, the student has met the grade level expectation for that skill. While some skills have expectations for mastery early in the year, many of the skills do not have mastery expectations until the end of the school year.

Levels 1 through 4 cannot be equated to the A-F grading scale. For example, a 3, or “meets grade level expectation,” isn’t the same as a B. It is normal for students to advance from a 1 to a 3 as they develop greater proficiency of the skills to meet the grade level standard. You will likely see more 1s early in the year and 3s later, reflecting the necessary progression and mastery level of the skills. This is especially evident in language arts and math. In science and social studies, most topics are addressed completely within a grading period.

It is important to be aware of the expectation for each grading period in order to understand whether student progress matches the current expectations. It is also important to note that level 4 should not be equated with an “A.” In Level 4, a student demonstrates an understanding beyond the expected proficiency and exceeds the grade level standard expectation. Level 4s are challenging and achieved less frequently. A student who achieves a level 3 on all skills on the report card by the end of the year has mastered all grade level expectations.

Grades for Profile of a Learner (conduct), Physical Education, Music, Computer, and S.T.E.A.M will be recorded through Student Expectation Mastery Levels, which include:

- **E - Excellent:** Student exhibits mastery of the skill/concept.
- **S - Satisfactory:** Student exhibits skill/concept with minimal guidance.
- **N - Needs Improvement:** Student exhibits skill/concept with direct guidance.
- **U - Unsatisfactory:** Student is unable to exhibit skill/concept with direct guidance.

MARKING PERIOD EXPECTATIONS

Marking period expectations are based on the report card rubric criteria for each standard.

GRADEBOOK

Grades should be recorded in the gradebook program.

RETESTING

A student who is not proficient and/or does not meet the grade level expectation on any standard or skill will be retaught and reassessed. The goal is for the student to master the grade level expectation by the end of the school year.

CONDUCT GRADES

Conduct grades represent a student's behavior, attitude, and work habits in a course. Academic grades and conduct grades are separate since grades may not be used for disciplinary purposes. Conduct grades are issued in pre-kindergarten and kindergarten on report cards as the following:

- Pre-kindergarten: Social and Emotional Development
- Kindergarten: Profile of a Learner

PROGRESS REPORTS / REPORT CARDS

Students in pre-kindergarten and kindergarten will receive a goal sheet that will outline each marking period's expectation. The goal sheet will be sent home at the beginning of the marking period and will report the student's progress throughout the marking period. Report cards will be issued according to the district calendar at the end of each marking period.

PROMOTION, RETENTION, PLACEMENT

Promotion to the next grade level is based on mastery of the Texas Pre-k Guidelines, and the Texas Essential Knowledge and Skills. Students in pre-kindergarten and kindergarten shall not be retained without documentation of not meeting grade level expectations, data from interventions used, year-long conferencing with parents, parental consent, and a plan of intervention for the next school year. Students who have met 70% or more of the grade level expectations by the end of the school year shall not be retained.

Per Senate Bill 1697, a parent or guardian may elect for a student to repeat prekindergarten, enroll in kindergarten, if the student would have been eligible to enroll in prekindergarten during the previous year under Section 29.153(b) and the student has not yet enrolled in kindergarten, repeat kindergarten, enroll in kindergarten, if the student would have been eligible to enroll in kindergarten in the previous year and has not yet enrolled in first grade, or for grades one through three, repeat the grade in which the student has enrolled during the previous school year.



LUMBERTON PRIMARY SCHOOL

Grades 1 – 2

GRADE TYPES

The assignment of a grade should demonstrate a mastery of the Texas Essential Knowledge and Skills sufficient for successful performance in the next subject or grade level as a prerequisite to a grade of 70 or above.

In grades 1 – 2 student achievement shall be determined using a numerical score on a scale of 0 – 100.

A: 90 – 100

B: 80 – 89

C: 75 – 79

D: 70 – 74

F: 69 – Below

E, S, N, U, will be used for Physical Education, Fine Arts, and Citizenship.

E: Excellent 90 – 100

S: Satisfactory 80 – 89

N: Needs Improvement 70 – 79

U: Unsatisfactory 69 and below

The exact grades should be recorded in the gradebook program. Actual grades should be used in counseling students and parents. Also, they form a rationale for sending the progress reports or additional reports home.

NUMBER & WEIGHT OF GRADES EACH REPORTING PERIOD:

Reading Language Arts and Mathematics will each consist of a minimum of three grades which reflect tests and a minimum of nine grades which reflect daily work each nine weeks in Grades 1-2. The skills within Reading Language Arts will be assessed equally. Social

Studies and Science will each consist of a minimum of 6 grades per nine weeks in Grades 1-2. These will be maintained in the teacher's gradebook program and serve as documentation that the Texas Essential Knowledge and Skills have been measured. First grade does not take grades the first three weeks of school, thus the first nine weeks grades will consist of two test grades and six daily grades in Reading Language Arts and Mathematics for first grade for the first marking period. Science and Social Studies grades will consist of 6 grades. Teachers are expected to update grades each Monday of the nine-week period.

RETESTING:

A student scoring below a 70 on a test will be retaught and retested. The maximum grade that can be achieved on a retest is 70. If the student does not pass the retest with a 70, then the highest grade from the two tests taken will be recorded.

CONDUCT GRADES:

Conduct/Citizenship grades represent a student's behavior, attitude, and work habits in a course. Academic grades and conduct grades are separate since grades may not be used for disciplinary purposes. Conduct grades are issued in grades 1 - 2 each three weeks on progress reports and on report cards each nine weeks.

PROMOTION, RETENTION, PLACEMENT:

Promotion to the next grade in grades 1 and 2 requires an average of 70 or above (on a 100-point scale) for all subject areas, based on mastery of course-level and grade-level standards as outlined in the Texas Essential Knowledge and Skills (TEKS). In addition, students must attend at least 90% of the scheduled school days.

Students who do not meet the academic and/or attendance requirements will be reviewed by the campus retention committee. If a student's attendance falls below 90%, a meeting will be held with the parent and a campus representative to develop a plan for credit recovery to meet attendance criteria.

At the end of the school year, the attendance committee will review the student's complete attendance record and consider all absences. The committee will determine whether to award credit based on the student's academic performance, attendance, and all relevant promotion, retention, or placement guidelines.

Per Senate Bill 1697, a parent or guardian may elect for a student, grades one through three, to repeat the grade in which the student was enrolled during the previous school year.

If the district disagrees with the election, the district must convene a retention committee and meet with the parent or guardian to discuss retention. The meeting shall be conducted in person unless an alternative means is agreeable to the parent or guardian. A student may not be retained for a grade or retake a course under this provision if the parent or guardian does not meet with the retention committee.

A retention committee shall:

1. Discuss the merits of and concerns with advancement and retention; and
2. Review and consider the student's grade in each subject or course, the results of any formative or summative assessments administered to the student, and any other available academic information to determine the student's academic readiness for the next grade or a given course.

If established, after the parent or guardian has participated in a retention committee meeting, the parent or guardian shall decide whether the student should be retained or retake a grade or course. The district must abide by the decision of the parent or guardian.



LUMBERTON INTERMEDIATE SCHOOL

Grades 3 – 5

GRADING: PURPOSE AND WEIGHTS

The assignment of a grade should demonstrate a mastery of Texas Essential Knowledge and Skills sufficient for successful performance in the next subject or grade level as a prerequisite to a grade of 70 or above.

In grades 3 – 5 student achievement shall be determined using a numerical score on a scale of 0 – 100.

A: 90 – 100

B: 80 – 89

C: 75 – 79

D: 70 – 74

F: 69 and below

Students in grades 3 – 5 shall be assigned nine-week grades based on the following: 60% of the grade shall be based on major assignments & 40% of the grade shall be based on daily work.

Major Assignments for the 60% may consist of:

- Weekly test
- Chapter tests
- Unit tests
- Reports
- Projects
- Notebooks
- Contracts
- Compositions
- Lab Work

Daily work for the 40% may consist of:

- Homework
- Daily practice
- Worksheets
- Pop tests
- Daily tests

In grades **3 - 5**: E, S, N, U will be used for Citizenship, Physical Education, and Fine Arts:

E: Excellent	90 – 100
S: Satisfactory	80 – 89
N: Needs Improvement	70 – 79
U: Unsatisfactory	69 and below

Pluses (+) or minuses (-) will not be used. Band grades will be numerical grades. The exact grades should be recorded in the gradebook program. Actual grades should be used in counseling students and parents. Also, they form a rationale for sending the progress reports or additional reports home.

NUMBER OF GRADES EACH REPORTING PERIOD:

In grades 3 – 5 Reading and Math, there must be a minimum of three grades, which reflect tests, and a minimum of nine grades, which reflect daily work each nine weeks. In grades 3 - 5 Science and Social Studies, there must be a minimum of three grades, which reflect tests, and a minimum of six grades, which reflect daily work each nine week grading period. Teachers are expected to update grades each Monday of the nine-week grading period. These will be maintained in the teacher's gradebook and serve as documentation that the Texas Essential Knowledge and Skills have been measured.

SEMESTER AVERAGE:

In computing the semester average the two nine week's grades are added together and divided by 2. That average will equal 80% of the semester grade. The semester exam, if given, will count 20%. If a semester exam is not given the semester average will be each nine weeks' average divided by 2.

RETESTING FOR GRADES 3 - 5:

A student with a failing test grade may retest for a grade no higher than 70 and/or make test corrections for half credit not to exceed 70. If the student does not pass the retest with a 70, then the highest grade from the two tests taken will be recorded.

PROMOTION, RETENTION, PLACEMENT, GRADES 3 - 5:

In grades 3 – 5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (Texas Essential Knowledge and Skills) for all subject areas and a grade of 70 or above in three of the following areas: Reading Language Arts, Mathematics, Science, and Social Studies.



LUMBERTON MIDDLE SCHOOL

Grades 6 – 8

GRADING: PURPOSE AND WEIGHTS

The assignment of a grade should demonstrate a mastery of Texas Essential Knowledge and Skills sufficient for successful performance in the next subject or grade level as a prerequisite to a grade of 70 or above.

In grades 6 – 8 student achievement shall be determined using a numerical score on a scale of 0 – 100.

A: 90 – 100

B: 80 – 89

C: 75 – 79

D: 70 – 74

F: 69 and below

ACADEMIC INTEGRITY & ACADEMIC DISHONESTY

Academic Integrity is a fundamental value of teaching, learning and scholarship. Lumberton ISD has the primary responsibility for protecting and promoting the highest standards of academic integrity. Both students and staff will thrive in an atmosphere where academic work is challenging and relevant.

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. The student found to have engaged in academic dishonesty will receive a zero on the test, or 1 day of ISS with the opportunity to retest in ISS. Academic dishonesty includes cheating or copying the work of another student, plagiarism (including Artificial Intelligence), 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. (EIA Local Policy)

Behaviors defined as cheating:

Cheating includes, but is not limited to, the following:

- Giving or receiving information, looking at someone else's work, or allowing someone else to see one's work during an exam, test or quiz.
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key.
- Use of unauthorized resources such as notes during an exam.
- Taking an exam, producing a project, paper or assignment for another student or asking someone to take an exam or produce a project, paper or assignment for an individual.
- Copying work assigned to be done independently or letting others copy one's work.

Behaviors defined as plagiarism:

Plagiarism includes, but is not limited to, the following: Any misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, and other similar works.

NUMBER OF GRADES EACH REPORTING PERIOD:

In grades 6 – 8, there must be a minimum of four grades, which reflect tests, and a minimum of nine grades, which reflect daily work each nine weeks. Teachers are expected to update grades each Monday of the nine-week period. These will be maintained in the teacher's gradebook and serve as documentation that the Texas Essential Knowledge and Skills have been measured. In grades 6-8, there will be no dropped grades.

Students in grades 6 – 8 shall be assigned nine-week grades based on the following: 60% of the grade shall be based on major assignments & 40% of the grade shall be based on daily work.

Major Assignments for the 60% may consist of:

- Weekly test
- Chapter tests
- Unit tests
- Reports
- Projects
- Notebooks
- Compositions
- Lab Work
- Open Ended Responses (OER)
- Builder Test

Daily work for the 40% may consist of:

- Daily practice
- Worksheets
- Pop quizzes
- Vocabulary Quizzes

Pluses (+) or minuses (-) will not be used. Band grades will be numerical grades. The exact grades should be recorded in the gradebook program. Also, they form a rationale for sending the progress reports or additional reports home.

Progress Reports

In grades 1 – 12, progress reports will be available through the Parent Portal every 3rd and 6th week of a nine-week period with report cards available at the end of the 9th week of the grading period.

Parent/Guardian-Teacher Conferences

1. A teacher will schedule one or more conference(s) with the parent(s)/guardian(s) any time the student is not maintaining passing grades, is not achieving the expected level of performance, is presenting some problems to the teacher, or in any other case that the teacher considers necessary. Such conferences may be handled by telephone, in person, or written communication. The teacher must have evidence of parent communication.
2. The State and District require each school to notify parents/guardians of the need for a conference at the six weeks grading period if the grade is below the level required for course credit or grade level advancement.

SEMESTER AVERAGE:

Semester averages will be determined by averaging the first and second nine weeks grades for the first semester, and the third and fourth nine weeks for the second semester.

SEMESTER AVERAGE FOR HIGH SCHOOL CREDIT COURSES (Grades 6-8):

For high school credit courses such as Algebra 1, to compute the semester average, the two nine weeks' grades are added together and divided by two. The semester average will equal 80% of the semester grade. The semester exam will count 20%.

YEARLY AVERAGE:

The yearly average will be determined by averaging the first and second semester grades. In grades 6 - 8, subjects that are one-semester courses only, one-half credit shall be awarded, provided a grade of 70 or above is earned. In subjects which are full year courses, credit shall be awarded at the end of the second semester of each school year, provided a student obtains an average of 70 or above.

SEMESTER EXAMS (Grades 6-8):

Semester exams will be conducted at the end of the semester for each course. This exam will be cumulative and will count as a regular test grade.

EXEMPTION GUIDELINES (Grades 6-8):

Students may earn semester exam exemptions by maintaining good academics and attendance. The number of eligible exemptions for the fall and spring are based on the student's grade level. Regardless of the number of exemptions, students will be required to attend school for a minimum of four hours daily on all designated, semester exam days.

Exemption Criteria (Grades 6-8):

Students may be exempt from semester exam(s) of choice if the following requirements are met:

1. Average of 90% or higher semester average and no more than 4 absences;
2. Average of 85% or higher semester average and no more than 3 absences;
3. Average of 80% or higher semester average and no more than 2 absences;
4. Average of 75% or higher semester average and no more than 1 absences;
5. Average of 70% or higher semester average and no absences;
6. No DAEP referrals/placements; no suspensions, both in school (ISS) and out of school (OSS); assigned or served.

**All fines including library, athletics, cafeteria, etc. must be cleared to be exempt.*

Absences are determined per class period per semester. All absences, excused or unexcused, will count against the student for exemptions unless they are school-related absences.

Exemptions by Grade Level (Grades 6-8):

- 6th grade- 3 exams in each semester.
- 7th grade- 5 exams in each semester.
- 8th grade- all exams in each semester.

******In the event that a student has earned an exemption from a semester exam, that student may choose to take the exam in an effort to improve his/her final average. If the exam grade does not improve the average, the teacher will record the exemption. If the exam grade does improve the average, the teacher will record the exam grade.

RETESTING FOR GRADES 6 - 8:

All Courses:

- Students must attend tutorials for a reteach lesson before retesting.
- Retests must be taken within 5 school days after the tests are returned (absences will

be considered).

- Students will work with the teacher to schedule a retest. The opportunity for retesting may be forfeited if the student misses the prearranged time.
- The maximum grade recorded for a retest will be 70 (Unless additional guidelines are imposed by ARD/504 Individualized Plan). If the retest score is lower than the original score, the original score will remain.
- Students will be allowed to retest a total of one time per test and/or major grade.
- The retest will be different from the original, but it will cover the same TEKS learning objectives.
- If a student fails a test and/or major grade due to academic dishonesty and/or cheating, the student will receive a zero or be given the opportunity to retake the test in ISS.
- Should a test and/or major grade be accompanied by a review, the student must complete the entire review prior to the taking of a retest.

General Make-up Guidelines for Assignments and Tests

Teachers shall inform their students of the amount of time allotted for completing make-up work after an absence; however, the student shall be responsible for obtaining and completing the make-up assignments in a satisfactory manner within the allotted amount of time.

Students shall make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time.

Late Work: Students who do not turn in their work when the teacher collects it may turn their work in up to an 80. Any late work past 5 days will result in a zero.

PROMOTION, RETENTION, PLACEMENT, GRADES 6 - 8:

In grades 6 – 8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (Texas Essential Knowledge and Skills) for all subject areas and a grade of 70 or above in three of the following areas: Reading Language Arts, Mathematics, Science, and Social Studies.

SEVENTH & EIGHTH GRADE ALGEBRA 1 EXIT CRITERIA

The student must maintain a passing average every 9 weeks. If the student is not passing at the end of a 9-week grading period, they will be placed in a regular 7th or 8th grade math class.

ALGEBRA I RETAKE OPTION FOR CURRENT SEVENTH GRADE STUDENTS

This option applies **only to students who are enrolled in Algebra I during 7th grade** and earn high school credit for the course. It does not apply to students taking Algebra I in 8th grade or high school.

Parents/guardians of current 7th grade students enrolled in Algebra I may request that their student repeat the course during a subsequent school year if they believe the student did not develop a strong enough academic foundation for future mathematics success.

Requests to repeat Algebra I must be submitted in writing to the campus administration two weeks prior to the start of the school year in which the student will retake the course. The decision to repeat the course is parent-initiated and will not occur automatically.

Parents/guardians should carefully consider this decision before submitting a request. If a student repeats Algebra I after previously earning credit, the student's new grade earned during the repeat course will become the official grade of record for the course. Parents and students will not have the option to retain the previously earned Algebra I grade once the course is retaken.

Because Algebra I is a high school credit-bearing course, the new grade earned during the repeat year will be reflected accordingly on the student's academic transcript and will be included in the calculation of the student's high school GPA based on the grading policies and GPA procedures in effect during the student's current year of enrollment. The original grade will show on the transcript; however, it will not be calculated in the student's GPA.

The district encourages families to work closely with campus administrators and counselors when considering this option to ensure the decision best supports the student's long-term academic success.



LUMBERTON HIGH SCHOOL

Grades 9 – 12

The assignment of a grade should demonstrate a mastery of Texas Essential Knowledge and Skills sufficient for successful performance in the next subject or grade level as a prerequisite, with a grade of 70 or above.

GRADING SCALES:

The District will report nine-week averages to parents/guardians as numerical scores. Every three weeks parents will receive three-week progress reports.

The following relates the numerical scores and letter grades used for reporting all academic progress and includes dual credit.

A: 90 – 100

B: 80 – 89

C: 75 – 79

D: 70 – 74

F: 69 and below

ACADEMIC INTEGRITY & ACADEMIC DISHONESTY

Academic Integrity is a fundamental value of teaching, learning, and scholarship. Lumberton ISD has the primary responsibility for protecting and promoting the highest standards of academic integrity. Both students and staff will thrive in an atmosphere where academic work is challenging and relevant.

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 (including Artificial Intelligence), 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. (EIA Local Policy)

Behaviors defined as cheating:

Cheating includes, but is not limited to, the following:

- Giving or receiving information, looking at someone else's work, or allowing someone else to see one's work during an exam, test or quiz.
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key.
- Use of unauthorized resources such as notes during an exam.
- Taking an exam, producing a project, paper or assignment for another student or asking someone to take an exam or produce a project, paper or assignment for an individual.
- Copying work assigned to be done independently or letting others copy one's work.

Behaviors Defined as Plagiarism:

Plagiarism includes, but is not limited to, any misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, other similar works, or the use of artificial intelligence to generate or complete work in whole or in part without teacher approval.

NUMBER OF GRADES EACH REPORTING PERIOD:

There must be a minimum of four grades in Grades 9 – 12 which reflect four tests and a minimum of nine grades which reflect daily work each nine weeks. These will be maintained in the teacher's gradebook program and serve as documentation that the Texas Essential Knowledge and Skills have been measured.

Students in grades 9 – 12 shall be assigned nine-weeks' grades based on the following:
60% of the grade shall be based on tests 40% of the grade shall be based on daily work

Tests for the 60% may consist of:

Weekly test
Chapter tests
Unit tests
Reports
Projects
Notebooks Contracts Compositions Lab Work

Daily work for the 40% may consist of:

Homework
Daily practice
Worksheets
Pop tests
Daily Tests

Daily Grades

Daily Work

All daily grades measure performance based on the TEKS or content for each assignment. They serve to evaluate the mastery of the TEKS, concepts, understandings, and district

objectives while providing opportunities to demonstrate certain knowledge or skills. Daily grades may include, but are not limited to, common assessments, quizzes, in-class assignments, multiple day assignments and/or projects, and labs.

In addition, daily work/classwork is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There could be occasions where classwork becomes homework.

Homework

Homework is a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their child's educational program. Homework and classwork provide opportunities for students to apply knowledge, skills, and processes from previous or current learning to display their understanding. Homework and classwork should be considered extended learning opportunities for students to show mastery of concepts taught.

Homework should never be a disciplinary measure, but should be used to enrich and strengthen classroom experiences and student learning. New concepts introduced through homework should only be evaluated on effort.

Grading Homework

Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner.

Quizzes

Quizzes are short assessments, intended to take no more than 20 minutes to complete, and designed to evaluate a student's level of understanding and progress towards instructional objectives. Quizzes do not have to be scheduled in advance and may or may not be used as a grade.

DUAL CREDIT GRADING PROCEDURES

Dual credit classes taught by an LHS teacher on campus will follow LISD grading procedures.

Dual credit courses taught by outside entities will follow the grading guidelines set forth by that institution.

Dual Credit and Advanced Classes Exit Guidelines

Dual Credit Classes:

Dual credit courses can be dropped based on the dates set forth by the outside entity that the student is enrolled. It is the student's responsibility to contact the LHS counseling office if they choose to drop a dual credit course.

AP/Advanced Classes:

Students enrolled in AP/Advanced courses may choose to drop the course for any reason within four weeks of the first class day.

A student whose grade for the first nine week grading period each semester falls below 70 shall be removed from the AP or Advanced course and placed in a general level course, if a general level course is available. This is to ensure that the student earns credit for the semester. A student who fails the course and does not earn credit in the fall semester shall be removed from the AP or Advanced course and placed in a general level course for the remainder of the year, if a general level course is available.

A student making below a 75 average at the end of the sixth week of the semester may, upon request and parent approval, be placed in an appropriate level class for the remainder of the school year, provided space is available.

SEMESTER/FINAL EXAM (HIGH SCHOOL CREDIT COURSES)

1. Semester/Final exams are comprehensive according to what was taught and administered in all high school credit courses at the end of the fall and spring semester.
2. In order to be exempt students must meet exemption criteria (see Exam Exemption Guidelines below).
3. Semester/Final exams must be representative of the work of the entire semester.
4. Any exceptions to this policy for the administration of semester/final exams must be made at the department level with principal approval.

Semester Average For One Semester Courses (One-half Credit):

In computing the semester average, grades are averaged based on the 60% - 40% grade ratio. If a semester test is taken, it will count 20%.

Final Average For Year-long (Two Semester) Courses (One Credit):

For year-long classes the final average is determined by averaging the first and second semester grades. A final average of 70 or above earns full credit.

Example 1:

1st Semester – 75

2nd Semester – 65

Final Average – 70 (Full Credit)

Example 2

1st Semester – 75

2nd Semester – 55

Final Average – 65 (Half Credit)

Example 3

1st Semester – 65

2nd Semester – 75

Final Average – 70 (Full Credit)

Example 4

1st Semester – 55

2nd Semester – 75

Final Average – 65 (Half Credit)

EXEMPTION GUIDELINES:

Students may earn semester exam exemptions by maintaining good academics, discipline, and attendance. The number of eligible exemptions for the fall and spring are based on the student's grade level. Regardless of the number of exemptions, students will be required to attend school for a minimum of four hours daily on all designated, semester exam days.

Exemption Criteria

Students may be exempt from semester exam(s) of choice if the following requirements are met:

1. Average of 90% or higher semester average and no more than 4 absences;
2. Average of 85% or higher semester average and no more than 3 absences;
3. Average of 80% or higher semester average and no more than 2 absences;
4. Average of 75% or higher semester average and no more than 1 absences;
5. Average of 70% or higher semester average and no absences;
6. No DAEP referrals/placements; no suspensions both in school and out of school; assigned or served.

**All fines including library, athletics, clubs, textbook, calculators, etc. must be cleared to be exempt.*

Exemptions by Grade Level

- 9th grade- 3 exams in the Fall semester and all exams in the Spring semester.
- 10th grade- 4 exams in the Fall semester and all exams in the Spring semester.
- 11th grade- 5 exams in the Fall semester and all exams in the Spring semester.
- 12th grade- all exams in the Fall semester and all exams in the Spring semester.

******In the event that a student has earned an exemption from a semester exam, that student may choose to take the exam in an effort to improve his/her final average. If the exam grade does not improve the average, the teacher will record the exemption. If the exam grade does improve the average, the teacher will record the exam grade.

Example #5

Semester Grade = 75 / Exam Grade = 82

Semester Grade X 4 = 80%

Add Exam Grade = 20%

Divide the Sum by 5

75 X 4 = 300

+82

382 divided by 5 = 76.4

GRADEBOOK & TEACHER RECORDS:

Grade records are an important record-keeping tool and should be accurately maintained. Teachers should be aware that many times grades will need to be verified; therefore, accurate record keeping is essential. All teachers will maintain the District-provided electronic gradebook.

1. Grades recorded in a gradebook are documentation of a student's progress and mastery of the TEKS and curriculum objectives.
2. Grades recorded in a gradebook represent a confidential record for evaluation of student progress.
3. The set of grades indicated in the gradebook shall be the complete set from which the student's average is determined.
4. The electronic gradebook must adhere to the calculations outlined in the Lumberton ISD High School Grading Procedures.
5. Only the teacher of record (or principal designee) will enter grades in the gradebook.
6. Teachers are expected to update grades each Monday of the nine-week period.
7. Students must maintain a grade of 70 or higher in all classes to remain eligible for ui participation. For eligibility purposes only, students enrolled in Pre-AP, AP, or other designated honors courses will receive a 10-point allowance. For example, a student earning a 60 in one of these courses would be considered to have a 70 when determining eligibility. This allowance does not affect the student's official course grade, GPA, or transcript.

Return of Assignments

Teachers should review and return all graded work to students within a time frame that will benefit the student. Daily work should be returned to the student either face-to-face or via the learning management system, such as Google Classroom. Larger projects should be reviewed and returned on a timely basis. This will allow the student to identify any areas of weakness and arrange for tutorials or extra study sessions prior to an assessment.

Instructional Tutorials

The purpose of a tutorial session is to serve as an instructional reinforcement for students

needing assistance. All LISD students are welcomed and encouraged to attend tutorial sessions.

1. Day and time/frequency of scheduled tutorials will be set by the campus.
2. Each teacher must be available to students during scheduled tutorial times as determined by the campus.
3. Each teacher must keep a log of students attending tutorials.

Parent/Guardian-Teacher Conferences

1. A teacher will schedule one or more conference(s) with the parent(s)/guardian(s) any time the student is not maintaining passing grades, is not achieving the expected level of performance, is presenting some problems to the teacher, or in any other case that the teacher considers necessary. Such conferences may be handled by telephone, in person, or written communication.
2. The State and District require each school to notify parents/guardians of the need for a conference at the six weeks grading period if the grade is below the level required for course credit or grade level advancement.

Extra Credit - All courses

1. All extra credit is to be academic.
2. If extra credit is offered, it must be offered to all students in the class and/or course.
3. Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
4. Extra credit cannot raise the student's grade higher than 100.

General Make-up Guidelines for Assignments and Tests

Teachers shall inform their students of the amount of time allotted for completing make-up work after an absence; however, the student shall be responsible for obtaining and completing the make-up assignments in a satisfactory manner within the allotted amount of time.

Students shall make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time.

Teacher(s) may assign additional work to ensure students who have been absent have sufficient opportunity to master the essential knowledge and skills or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work.

The District shall not impose a grade penalty for make-up work after an unexcused absence, if arrangements are made by the student prior to the absence. Homework and class assignments shall be due on the day the student returns to class.

The District shall not impose a grade penalty for make-up work after an absence due to suspension.

GENERAL RETESTING GUIDELINES FOR GRADES 9 - 12*:

- Only objective tests (e.g., multiple choice, short answer, matching) may be retaken. Test corrections may be a form of retesting. Retesting does not apply to Advanced, AP, or Dual Credit classes.
- Students must attend tutorials before retesting.
- Retests must be taken within 5 school days after the tests are returned (absences will be considered).
- Retests will be taken before or after school depending on the time required to complete the retest.
- Students will be responsible for arranging a retest. The opportunity for retesting may be forfeited if the student misses the prearranged time.
- The maximum grade recorded for a retest will be 70. If the retest score is lower than the original score, the original score will remain. Test corrections could result in points given back, up to a grade of 70.
- Students will be allowed to retest a total of one time per test and/or major grade.
- The retest may be different from the original, but it will cover the same TEKS learning objectives.
- If a student fails a test and/or major grade due to academic dishonesty and/or cheating, the student loses the opportunity to retest for that particular test.
- Should a test and/or major grade be accompanied by a review, the student must complete the entire review prior to the taking of a retest.

**For department specific guidelines, see below.*

HIGH SCHOOL DEPARTMENT-SPECIFIC GUIDELINES FOR MAKE-UP WORK AND RETESTING:

English Department:

Make up Work:

Students will proactively check Google Classroom for their work when absent and complete as much as possible on their own. They are expected to come in for tutorials on the day of their return to ask clarification questions and turn in what they have. We will follow our district policy for make up work.

Teachers may give alternative assignments based on the instructional objectives in the event they find it necessary to meet their instructional objectives and maintain fair and equitable teaching practices.

For work assigned during an absence, students will be allowed one school day for each school day missed to complete and submit the work. The teacher will establish the deadline based on this timeframe. Work not submitted by the deadline will receive a grade of zero.

Students must notify their teachers in advance of any absence related to an extracurricular activity. Students should work with their teachers to make arrangements for completing assignments before the absence or as soon as possible after returning.

Previously assigned projects and tests must be completed or presented on the day the student returns to school.

Teachers may give an alternative test at their discretion, and they may impose a late penalty of 10 points a day for any tests not taken on the day a student returns. Any projects not submitted on the day of return may also be penalized at 10 points a day.

Late Work:

Students who do not submit an assignment when it is collected may turn it in late with the following deductions: 10 points for one school day late, 20 points for two school days late, and 30 points for three school days late. After three school days, the assignment will receive a zero.

Advanced and AP teachers do not take late work.

If the teacher specifies that a long-term project (such as a research paper) is due on a specific date, the student must turn it in even if they are not at school as long as the teacher specifies this when it is assigned. Work may be submitted electronically or dropped off at the school for long-term projects. This would typically include but is not limited to research papers in all English classes and any long-term projects or papers in AP.

Re-test Policy:

Students may retest for a maximum grade of 70. To qualify, the student must attend two tutorial sessions, complete an assigned test review, and take the retest outside of regular school hours. All requirements must be completed within three school days of the original test date.

This guideline applies only to objective tests and short essays. If the retest score is lower than the original score, the original score will be recorded.

Advanced and AP students may not retest unless retesting is required by an IEP or Section 504 accommodation.

Science Department:**Make up work:**

For classes that utilize Google Classroom, students will proactively check for work when absent. District guidelines for makeup work deadlines will be followed (one day per day absent, up to five days). A student that does not complete their makeup work within this allotted time will be penalized according to the late policy below.

Teachers may give alternative assignments based on instructional objectives in the event a student cannot complete the original assignment. For example, in-person laboratory assignments may be replaced with virtual work if a student is absent on lab day.

Previously assigned projects and tests must be completed or presented the day the student returns to school. If a student is in class on the day a test/quiz is scheduled, the student will be required to take the exam, regardless of prior absences.

Students involved in extracurricular activities are expected to notify teachers in advance of their absence. Students are also encouraged to attend tutorials ahead of time, so that they can receive assignments early where appropriate as well as schedule dates for making up quizzes or exams.

Late work:

No late work will be accepted for advanced or AP courses.

For all other courses, 10 points will be deducted per day for a maximum of 3 days. After 3 days, work will not be accepted.

Retest policy:

Teachers may offer a retest to students at their discretion based on their instructional objectives and in the interest of fair and equitable teaching practices. Teachers who teach the same subject area (i.e. all non-advanced biology courses, etc) will make consistent

decisions in regards to when retests may be given. Test corrections are considered a form of retesting.

In order to qualify for retesting, a student will be required to attend a minimum of two complete tutorial sessions.

If corrections are utilized instead of a retest:

- All corrections must be handwritten.
- The student must explain why they chose their original answer as well as their choice for the correct answer.

No retesting is allowed for advanced or AP courses.

Social Studies Department:

Make-Up Work Policy:

The student will have as many days to make-up work as he/she missed. Any previously assigned work before absence is due upon student return.

If the teacher specifies that a long-term project is due on a specific date, the student must turn it in, even if they are not at school, as long as the teacher specifies this when it is assigned. Work may be submitted electronically or dropped off at the school for long-term projects. This would typically include, but is not limited to, research papers and any long-term projects or papers in AP.

Late-Work Policy:

If an assignment is not turned in on the due date, the student will have two school days to turn in a missed assignment or until the end of the grading period, whichever comes first. The student will only be allowed to earn up to 70% of the grade. No late work will be accepted in advanced/AP courses.

Re-test Policy:

The student will be required to attend a minimum of two tutorials; one for review, and one for retesting. The student will only be allowed to receive a maximum grade of a 70 on the retest. No retests will be offered in advanced and AP courses.

Math Department:

Late Work:

Advanced:

Will not accept late work, unless a student has been absent.

Regular:

Late daily grades will be accepted no more than one day after the due date. One day after the due date students will be deducted 10% off total possible points. More than one day late will result in a 0 for the daily assignment.

Make up for homework and in class assignments

Following district make up assignments guidelines.

Make up tests and quizzes

Students will be given 5 school days to make up missing tests and quizzes after they return, unless they are out more than 5 school days. In the situation that the student misses more than 5 school days they will be given the number of days they are absent to make up their tests.

Retest Policy:

Advanced/AP:

Students will not be allowed to retest.

Regular:

Prior to retesting students must come to at least two tutorial retest sessions. During the tutorial time they must complete a review with their teacher or the teacher present during after school tutorials prior to being able to retest. Students must retest within 5 school days after their test grade is returned. Maximum grade for a retest is 70.

LOTE (Spanish) Department

Make up work: We follow our district policy for make up work, and allow one day per day the student was out due to an excused absence. The work will be due on the following class day. For example, if 2 class days are missed, the work will be due at the beginning of class on or before the third day back. A student who does not make up assigned work within this time frame will receive a grade of zero for the assignment.

Testing: No re-tests allowed. If a student is absent, previously assigned test projects must be completed or presented at the beginning of class on the day the student returns to

school. Students will be informed of tests and projects in advance. Students will take tests and/or turn in projects the day the student returns to class, unless other arrangements are made at the discretion of the teacher.

CTE Department

Make up Work:

Previously assigned projects/tests must be submitted/turned in on the day the student returns to school. If a student is in class on the day a test/quiz is scheduled, the student will be required to take the test/quiz, regardless of prior absences. Teachers may choose to give an alternative test/assignment at their discretion, and they may impose a late penalty according to the late policy below for any assignments/tests not submitted on the day of return.

For all work assigned while the student is absent, if the class uses Google Classroom, students will proactively check for and try to complete assignments when they are absent. We will follow our district policy for make up work which allows one day per day absent for work to be completed and turned in. Work not received within this allotted time will be penalized according to the late policy below. Teachers may choose to give alternative assignments in order to meet instructional objectives and maintain fair and equitable teaching practices.

Students involved in extracurricular activities are expected to notify teachers in advance of their absence to make arrangements for any work that will be missed and when it will be due.

Late Work:

No late work will be accepted for Dual Credit or Practicum classes.

All other classes, work that is turned in after the due date will be penalized 20 points the first day it is late (max grade 80) and 10 additional points the second day (max grade 70). After that time, the work will not be accepted and the student will receive a zero.

If a long term project is due on a specific date, the student must turn it in by that date even if the student is not at school. The project may be turned in early, online, or it can be dropped off at the front office.

Re-test Policy:

No retests will be given for Dual Credit or Practicum classes.

For all other classes, teachers of the same course or subject will make a consistent decision regarding whether retesting will be offered. When a retest is offered, students must complete it during tutorials within two school days and may earn a maximum grade of 70.

PROMOTION AND RETENTION:

Students are promoted based on credits earned. Classification is determined below:

9th Grade	0 - 6 Credits
10th Grade	6.5 - 11.5 Credits
11th Grade	12 - 17.5 Credits
12th Grade	18+ Credits

PROGRESS REPORTS AND REPORT CARDS

In grades 1 – 12, progress reports will be available through the Parent Portal every 3rd and 6th week of a nine-week period with report cards available at the end of the 9th week of the grading period.