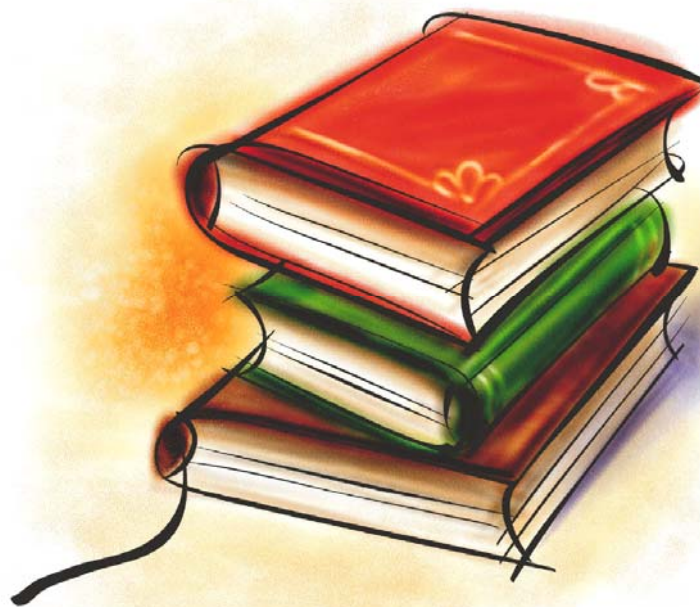


La Joya Independent School District's

Regulations for Classroom Practices



1-25-10

Grading

Philosophical Basis:

The district expectation is to move learning from lower to higher levels of cognition. Because a grade is a motivator, appropriate reward power must be established to have pupils strive for higher level learning. There is no motivation if full power is given to lower level achievement.

Definition:

A grade is a measure of the power a student has demonstrated on an assessment on a particular learning task.

Regulations:

1. Provisions for the assignment of grades on class assignments and examinations; must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment; may not require a teacher to assign a minimum grade for an assignment without regard to the student's quality of work.
2. Assessment of the learning, not the learner, should occur. All grades recorded should be a measure of the student's performance. There must be no arbitrary assignment of grades. Factors such as discipline and attendance, although they may affect students' academic performance must be excluded from the grading process.
3. All homework shall be graded and averaged to count for one of the grades averaged for the six week's final grade. Feedback should be given to the student by the next class session. Evidence to support eligibility for testing as homework and guided practice must be indicated in the teacher's records. Formative assessments such as guided practice must not be averaged. All assignments included but not limited to independent practice, homework, (activities completed without teacher assistance) and other assignments such as oral and written reports, projects, group presentations, etc. will be graded and averaged.
4. A minimum of six grades must be reported for a grading period in any combination of summative assessments, independent practice, homework, projects, reports, etc. A campus may raise the minimum number.
5. The standard for passing is 70%. Students who score below a 70 on an assignment or examination shall be required to be retest or redo. The initial grade earned will be recorded until the time of the retest. (See Retest/Redo regulation #4)
6. For all grades earned, the appropriate instructional level should be indicated. For students who are below level the learning should be accelerated and curriculum compacted to move the student on level as soon as possible.

Testing

Philosophical Basis:

Evaluation is a means of establishing the degree of success a pupil is experiencing against our pre-established criteria. It is the only valid and acceptable means of formally acknowledging the need and to satisfy our concern that an appropriate power of learning be demonstrated.

Pupils are driven through the program by demonstrated success. Testing/evaluation is the only acceptable means of having a pupil demonstrate our expected learning power. Pupils do not progress without demonstrating success.

Definitions:

A test is a measurement of the power a student reflects through either formal or informal measures. There are four types of evaluation:

1. Pre-Entry—Any form of measurement employed to determine the degree of strength each pupil has in reference to the essential prerequisite skills.
2. Formative—A measure applied to determine the degree of attainment at any point during the instructional process. The purpose of formative assessment is to determine what additional steps might be taken to further the leaning associated with a particular task. A formative assessment may reflect satisfactory, learning, thus enabling extensions to be addressed. A formative assessment may indicate that additional learning or correctives need to be applied.
3. Summative—A formal measure administered to determine exit behaviors. The summative evaluation may certify a pupil being able to move to the next task, or it may reflect some deficiencies which need to be corrected prior to moving on.
4. Exemption Assessment—A form of assessment provided for pupils who claim to have acquired or mastered the skills about to be learned in the next unit. The Critical Learning Skills serve as the basis of assessment. If a pupil satisfactorily demonstrates having acquired the skills, alternative learning experiences need to be provided.

Regulations:

1. Mastery of prerequisites must occur to ensure success.
2. Alignment of the test to the objective(s) is crucial; i.e. develop test prior to the teaching process.
3. Formative assessment should precede summative testing and both must occur.
4. Grade levels/departments/teams should determine the appropriate checkpoints for assessing long term retention of critical learning. Grading period exams preceded by appropriate review are acceptable alternatives.
5. Feedback to students on test results should be provided within 5 class days. A conference must be held with each student needing re-teaching or re-testing. The teacher must certify that each student is eligible for testing and retesting.

Retest/Redo

Philosophical Basis:

Learning is a continuous process. It is not contained nor limited by artificial time constraints.

Success drives the system. Learners must have appropriate opportunity and support to achieve higher rates of success.

The assumption of responsibility to continue to learn, whether it be at either the critical or extended level, is to be constantly nurtured.

Definition:

Retesting is an additional assessment to determine when a learner has grown to critical learning standards or for a pupil who has contracted to become eligible to be re-assessed to demonstrate higher levels of learning.

Regulations:

1. A student who fails an assignment or examination (less than 70%) will be allowed a reasonable opportunity to redo a class assignment or retake a test.
2. Students must engage in correctives as determined by the classroom teacher prior to redoing an assignment and retesting.
3. If a student fails the assignment/ examination, he/she has up to seven (7) school days in which to retest or redo the assignment. Students must be retested in which case the teacher will use the pre-developed eligibility criteria. Students must demonstrate eligibility prior to a retest or redo of an assignment by participating in tutorials, re-teaching sessions, and/or other activities deemed appropriate by the teacher.
4. The grade earned from the second assignment or retest will be recorded. The highest grade will be averaged. Only one retest or redo for each assessment will be provided for students.
5. Teachers should demonstrate evidence in their grade books of providing eligibility opportunities for students needing to be retested.

Note: *This applies to Advanced Placement (AP) courses.*

Homework

Philosophical Basis:

Purposes for homework generally fall into four major categories:

- Preparation assignments aid students by providing background knowledge needed for subsequent lessons.
- Practice, the most familiar, consists of assignments that provide students opportunities to reinforce newly acquired skills or apply recent learning.
- Extension activities require research and study and focus on student production.
- Creative activities allow students to use the skills acquired and develop new ideas and/or products. Homework must be well-planned and meaningful.

All students must experience all four types of homework based on their individual needs and interests.

Definition:

Homework provides the opportunity to supplement classroom learning and develop a desire for independent study. Homework can also solidify mastery of skills/objectives for higher learning, teach responsibility, and acquire study skills necessary.

Regulations:

1. Success in guided practice activities must be a prerequisite to any homework assignment.
2. All homework assignments must be aligned with lesson objectives.
3. All homework must be of reasonable length as defined by grade levels and subject areas. Reasonable length of time would be 10 minutes per grade level. For example:

* Pre-Kindergarten, Kindergarten, and 1 st grade:	10 minutes
*2 nd Grade	20 minutes
*3 rd Grade	30 minutes
*4 th Grade	40 minutes
*5 th Grade	50 minutes
*6 th , 7 th , 8 th , 9 th , 10 th , 11 th , and 12 th grades:	60 minutes

Note: This excludes silent/oral reading as homework assignment time. Furthermore, Advanced Placement (AP) and Dual Enrollment courses may require additional time.

4. Prior to assigning homework, teachers must inform students on how the homework will be evaluated.
5. Teachers should maintain evidence of students satisfactorily completing homework by recording the homework grades in the grade books. Homework grades must be averaged to one grade as part of the six week's average (see Grading regulation #3).
6. Homework shall not be used as punishment.

Incompletes

Philosophical Basis:

Because of different rates of learning, sometimes varying according to the nature of the task, some students may not have totally completed learning at the time of formal assessment. The indicator of incomplete acknowledges that additional time and assistance may be required to facilitate completion.

Success in every learning encounter is the application of the district philosophy. When the learning is incomplete providing additional assistance and support is a district expectation of this philosophy.

The fact that a student does learn is far more critical than how quickly a student learns. An incomplete indicates that learning has not been completed.

Definition:

An incomplete is a temporary indicator to reflect that the critical learning level has not been attained.

Regulations:

1. An incomplete acknowledges that some aspect of the critical learning has not been demonstrated. That portion of the critical learning which has not been satisfactorily reflected will be the focus of the teaching/reteaching.
2. All incompletes should be cleared within seven (7) class days. Extenuating circumstances may be taken into consideration.
3. Parents will immediately be informed of incompletes to notify them of the alternatives needed to be considered (i.e. tutorials, summer school, and placement change). Incompletes should be recorded in the grade book until a grade is assigned.
4. If the incomplete is not cleared at the end of seven (7) class days, the highest grade earned will be recorded.
5. An incomplete reflecting a grade between 70 and 80 will not affect extra-curricular activities.
6. Incompletes for secondary migrant students are governed by the Migrant Education Policies for Late Entry and Early Withdrawal.

Correctives

Philosophical Basis:

Incomplete learning is never acceptable. Success implies that the learner has time and opportunity to complete the acquisition of critical learning.

Critical learning is an expectation and not an option. Success as determined by critical learning drives a student through the curriculum. Gaps in learning are never acceptable.

Definition:

Subsequent activities and experiences designed to help a learner achieve academic success through mastery of critical learning objectives.

Regulations:

1. Corrective feedback must be on-going and intentionally provided for students throughout the instructional process.
2. Correctives must be adapted to individual student needs using varied teaching strategies.
3. Correctives are critical in determining the eligibility for testing and must be completed prior to summative assessments.
4. Corrective activities must be aligned to non-mastered critical learning objectives.
5. Corrective activities will be scored only for determining student readiness for retesting of the critical learning objectives and not for grading purposes.

Enrichment

Philosophical Basis:

Our exit behaviors call for students to experience success in learning at all cognitive levels. Enrichment provides a structured opportunity for students to learn with formally-designed experiences.

Schools are responsible for providing structured experiences to regularly challenge all students to move beyond rote learning.

Definition:

Providing structured experiences for students to utilize critical learning in situations requiring higher cognitive thinking processes. Enrichments are an intentional and purposeful phase of the learning experience.

Regulations:

1. Enrichment activities must provide the application of knowledge at a higher cognitive level, more complex level, or both.
2. Enrichment activities should include objectives which address critical and creative thinking and independent study skills.
3. Having mastered the critical objectives (low to high), students have the opportunity to participate in enrichment-level and/or exceptional-level learning.

