

Regulation IKAB

Las Cruces Public Schools

Related Entries: IKE, IKE-R, IKF, IKC, IKC-R, JKD, JKD-R, JEA, JEA-R

Responsible Office: Deputy Superintendent for Instruction

GRADING AND REPORTING

I. PURPOSE

To establish procedures for grading and reporting practices that are fair and meaningful and support rigorous performance and achievement standards for all students. Grades shall have consistent meaning throughout the school district and shall be based on grade-level and course expectations as outlined in the state and local performance standards for the appropriate grade level.

II. PROCESS

Report cards and interim notices are an essential way to communicate student progress. As such, grading and reporting practices shall be consistent within and among schools and shall include the following:

A. In All Schools

1. Teachers shall use Las Cruces Public Schools applicable curriculum framework and content guides to develop mastery objectives and a variety of tasks, including assessments, to determine student achievement of those objectives.
2. Students and parents shall be informed at the beginning of a course or marking period of the expectations outlined in the curriculum of each course or unit and of the basis upon which a student's performance will be evaluated.
3. Students and parents shall be informed about progress throughout the grading period, and teachers are strongly encouraged to provide such information at frequent, regular intervals. Student progress shall be reported to parents formally at least one time every nine weeks, and a student's failure to progress shall be reported more frequently through interim notices at the mid-point of each nine weeks.
4. The grades recorded in the student information system grade book shall be an accurate representation of the grades awarded, and be posted weekly.
5. Student progress shall be evaluated and reported in terms of performance on multiple and varied assessment measures corresponding with grade-level and course expectations outlined in the grade level standards or as designated in the student's Individualized Education Plan.
6. Student attendance is considered an essential component of the learning

experience and of a quality educational experience. Therefore, student attendance shall be reported on the report card.

7. Once a student's grades are reported on the report card, they are considered final and official. All requested changes to a final grade, including a request made due to a clear mistake or clerical error in grade submission, must be made in the following manner:
 - a. *In the case of clerical error*, a written request from the teacher which includes a brief explanation for grade change requested, signed and dated, shall be submitted to the school registrar. The registrar shall make the requested change and shall maintain a permanent file of all requests made.
 - b. *Requests from a student's parent or legal guardian or student of legal age to change a grade*, shall be made in the form of a written request from a student's parent or guardian stating the reason for such a request. The request shall be submitted to the teacher of record for the disputed grade. The teacher shall respond in writing to the requesting parent or legal guardian or student of legal age within 10 school days, and said response shall state whether the request is denied or allowed, and the grade entered if allowed, ensuring that school district policy was followed. All such requests must meet the following criteria, in accordance with 6.30.10.8 NMAC:
 - i. permits a course grade change upon receipt of a signed, written request from a student's parent(s) or legal guardian or student of legal age that states the reasons for the requested grade change;
 - ii. is based on articulated reasons that are stated in the response, such as extenuating circumstances, additional graded work submitted by the student, additional or make-up testing, or any other meaningful criteria that can be verified;
 - iii. is equally available to all students who are similarly situated;
 - iv. is within strict adherence to the federal Family Educational Rights and Privacy Act (FERPA).
 - v. If the teacher is unavailable, the school principal shall document his/her attempts to gain input from the teacher and reasons for grade change. If attempts to gain input from the teacher are unsuccessful, the principal will review the request and approve or disapprove the request.
 - vi. requires, unless a student is still enrolled in the school district at the time of the grade change request, that the request be within a reasonable period of time after the student has exited

the school, unless extenuating circumstances permit consideration of a longer time;

- vii. determines if course grade change documents are to be maintained in a student's permanent record or maintained in a separate file that is destroyed after the student graduates, transfers from or otherwise leaves the school;
 - viii. in no way limits or attempts to limit the rights afforded to parents under federal regulations 34 CFR 300.618-300.621 under the Individuals with Disabilities Education Improvement Act, and 34 CFR 99.20-99.22 under FERPA, both as they relate to amendment of a student's educational records.
8. No changes are permissible to any test results on statewide tests used to determine adequate yearly progress or graduation from high school. However, where there is a need to change such a grade due to a clear clerical mistake, as when a student has been misidentified, the school district shall promptly notify the assessment and accountability division of the New Mexico Public Education Department for guidance. (6.30.10.8 NMAC)

B. In Elementary School

- 1. Formal reporting of student performance may be reported by grade or proficiency level and shall accurately reflect student achievement compared to state performance standards for the appropriate grade level.
- 2. Teachers must show a minimum of two grades per week for Language Arts and two grades per week for Mathematics for each student in their class. Therefore, a minimum of 18 marks must be evident in computing the nine-week average in both Language Arts and Mathematics. Teachers must show a minimum of nine grades per nine-weeks period for Science and a minimum of nine grades per nine-weeks for Social Studies. Grades should be reflective of student mastery of course standards.

C. In Middle School and High School

- 1. Students have a responsibility to make up any and all school work they missed due to absence, regardless of the reason for the absence. Make-up work shall be permitted and graded as follows:
 - a. When an absence is **excused**, the teacher has an obligation to provide the student with resources in order to learn the material missed during the absence. This may include the actual class work assigned during the student's absence or an alternate assignment to

cover the same material. It is the student’s responsibility to make up the missed work so that continuing effective course participation is possible. From the date of the student’s return to school, the student shall have one day for each day missed to make up the missed work. A short-term suspension is considered to be an excused absence. (For suspensions, refer to LCPS Regulation JKD)

- b. When the absence is **unexcused**, the student shall still be responsible for making up the work so that continuing effective course participation is possible. From the date of the student’s return to school, the student shall have one day for each day missed to make up the missed work. The missed work shall be graded and the final assignment grade shall be reduced by up to, but not greater than, 25 percent.
- c. Generally, an assignment due on the day of a student’s absence is due on the day the student returns to class. Long-term projects and term papers that are included on the syllabus at the beginning of the fall and/or the spring semester are due on the announced due date. A student who is absent for any reason on the due date, including school business, must meet the deadline. Exceptions may only be granted by the school principal or his/her designee in extenuating circumstances.
- d. A student should not, on the day of returning to class, be required to take a quiz or test that was announced during his/her absence.

2. Formal reporting, indicated by letter grade, shall report student achievement on course expectations as outlined by New Mexico Content Standards and LCPS Curriculum Guides for the appropriate grade level.

- a. The following table (Table 1) contains the school district grading scale and performance expectations.

Performance Level	Description of Student Performance	Table 1
<p>“A” Level Performance 90-100</p>	<p>IKAB-R: Grading and Reporting</p> <p>The student’s work exceeds all of the basic requirements of the challenge/task at a very high level of competence. It is clear, carried out with unusual precision and skill, and demonstrates an in-depth understanding and analysis of the content and the challenge itself. The work is presented in an original and creative manner that communicates either new insights or intriguing perspectives.</p>	

<ul style="list-style-type: none"> • “B” Level • Performance • 80-89 	<ul style="list-style-type: none"> • The student’s work exceeds all of the basic requirements of the challenge/task at a high level of competence. It is complete, has no significant errors, and demonstrates a thorough grasp of the content and the challenge/task itself. In addition, the work is well presented, and facts and ideas have been combined in order to generalize or explain conclusions and interpretations of the ideas and concepts studied.
<p>“C” Level Performance 70-79</p>	<p>The student’s work satisfies the basic requirements of the assignment at an acceptable level of competence. It shows the required grasp of key ideas and concepts, is presented in an adequate manner, and conveys the key ideas of the challenge/task itself. Work at this level meets only the minimum level of performance and should be considered a point from which improvement should begin.</p>
<p>“D” Level Performance 60-69</p>	<p>The student’s work does not satisfy the basic requirements of the challenge/task and must show improvement. This work demonstrates a minimal understanding of key ideas and concepts, lacks clarity and precision in its presentation, and demonstrates little understanding of the challenge/task itself. This work meets only the minimum level of competence for granting credit.</p>
<p>“F” Level Performance Below 60</p>	<p>The student has not met the basic requirements for “D Level Performance” in the course. All strategies and/or time available to satisfy this academic requirement have been exhausted, and “No Credit” will be awarded for this course work.</p>
<p>“S” Satisfactory</p>	<p>The student’s work has met all requirements of the course.</p>
<p>“U” Unsatisfactory</p>	<p>The student has failed to meet all requirements of the course. “No Credit” will be awarded for this course.</p>

- b. Any deviation from the above grading scale must be formally approved by the Superintendent of Schools, or his/her designee.
3. Letter grades have a numeric equivalent which is used to calculate the student’s grade point average: A=4; B=3; C=2; D=1; F=0. (See LCPS Policy IKC Grade Point Averages [GPA] and Weighted Grade Point Averages [WGPA] and Regulation IKC)

D. In Middle School Only

1. The semester grade shall be calculated with the following percentage weight: first nine weeks, 40 percent; second nine weeks, 40 percent; and final semester exam grade, 20 percent. In such case that a final exam is not required in a course, or a student has prearranged with the school principal to be absent for the final exam, the teacher shall calculate the grade using a

percentage weight of 50 percent for each nine-week period.

2. Teachers must show a minimum of two grades per week for each student in their class. Therefore, a minimum of 18 marks must be evident in computing the nine-week average. Grades should be reflective of student mastery of course standards.
3. When calculating a nine-week average, no single assignment/assessment grade may account for more than 20 percent of the total average regardless of the grade category. However, some major projects may comprise more than one assignment.

E. In High School Only

1. A student may receive an “NC” – No Credit – with an assigned grade following (for example: NCA) if the student did not attend class for 90 percent of the time that the class was in session. Students may appeal any “NC” received through the process outlined in LCPS Regulation JEA: Compulsory School Attendance. If the appeal is successful, the student will receive the grade shown. (For example, if the student receives an NCA and his/her appeal of the NC is successful; the student would receive a grade of “A” for the class).
2. A student may receive an “I” – incomplete – as a grade if he/she has excused absences in the weeks prior to the end of a marking period, thereby missing assignments or tests during that time, and has met the 90 percent attendance requirement. A student receiving an “I” – incomplete – for a grading period has 10 school days following the end of the previous reporting period to convert the incomplete grade to an earned grade. In unusual cases, this time may be extended in writing by the school principal or his/her designee. At the end of the extended time period, any missing assignments shall be taken into account and a final grade calculated and included in the student’s record.
 - i. At the conclusion of each semester, the principal shall generate a list of all “I” – incompletes – and consult with individual teachers to determine whether the student has completed all assigned work.
 - ii. In the case that an individual student has not completed required work, the principal will have the teacher of record complete a “Grade Change Form” (FORM IKAB-R E1) and forward the “Grade Change Form” to the registrar.
3. Semester exams shall be comprehensive and representative of content covered during the semester. Thorough semester exam reviews shall be given. It is the student’s responsibility to have in his/her possession all appropriate material from which to study effectively for semester exams.

4. A state required end-of-course exam may be used as the final exam in credit bearing courses. However, students shall not be required to take two final exams.
5. The semester grade shall be calculated with the following percentage weight: first nine weeks, 40 percent; second nine weeks, 40 percent; and final semester exam grade, 20 percent.
6. Teachers must show a minimum of two grades per week for each student in their class. Therefore, a minimum of 18 marks must be evident in computing the nine-week average. Grades should be reflective of student mastery of course standards.
7. When calculating a nine-week average, no single assignment/assessment grade may account for more than 20 percent of the total average regardless of the grade category. However, some major projects may comprise more than one assignment.
8. Courses from which a student withdraws shall be reflected on report cards, permanent records or official transcripts as follows:
 - a. If a student withdraws from a semester-long course on or before the 12th day or from a year-long course on the 25th day, of the semester in which the class begins, a notation will not be made on the student's permanent record, transcript or report card.
 - b. If a student withdraws from a semester-long course after the 12th day or from a year-long course on the 25th day, of the semester, but before the end of the first nine-week grading period, a notation of "WP" or "WF" shall be entered on the student's permanent record, transcript and report card. This grade will not be calculated in the student's GPA.
 - c. If a student withdraws after the end of the first nine-weeks grading period of a semester, a grade of "F" will be recorded on the student's permanent record, transcript, and report card. The grade will be calculated in the student's GPA.
 - d. Students enrolled in a zero hour and/or a dual-credit course shall be subject to the withdrawal dates cited above.
9. Students who enroll in LCPS after the end of the first nine-weeks grading period with no transfer grades or record of academic project shall not be guaranteed credit during that semester.
10. Credit may not be earned twice for the same course (6.29.1.9, J9 NMAC). If a student fails a course the first time it is taken, the following rules shall apply to his/her GPA calculation:

- a. If a student fails a course and must repeat it to satisfy a graduation requirement, the first grade of F will remain on the transcript. In order for the F to be removed from the GPA calculation, the repeated course must be the same course as initially transcribed.
- b. In the case where the student passed the course the first time but wishes to take the course again and receive a higher grade, the student will not receive additional credit for taking the same course again but will receive the higher of the two grades he/she earned in the calculation of his/her GPA.

F. Credit by Exam for Unaccredited Coursework- High School Only

1. Students who have an official transcript or transcripts from unaccredited institutions may petition for credit by examination for courses appearing on the transcript ONLY. Courses eligible for credit by exam are limited to English, Math, Social Studies and Science.
2. To receive credit, students must attain a score that meets the set proficiency level on the state summative assessment. Students will receive course credit only for the exam taken. The student may take the end of course exam for English III, IV, and Mathematics courses. They must attain the PED determined passing score to receive credit.
3. For Social Studies and Science courses, students must attain the PED determined passing score on the end of course exam related to the course. If there is no related end of course exam for a transcribed course, credit by exam will not be available.
4. All credits earned through the credit by exam process will be transcribed as an "S".

G. Foreign Exchange Credits – High School Only

1. Students may receive credits for study in an approved foreign exchange or study abroad program for no more than two (2) semesters.
2. Prior to embarking on a foreign exchange or study abroad program, a student must meet with his/her counselor to ensure that the courses taken abroad fit into the student's graduation plan.
3. Upon receipt of the official transcript from the foreign school, all grades will be transcribed with a S/U. Students may not earn more than four (4) credits per semester, per LCPS regulation.
4. Students must meet assessment requirements for graduation and should verify with his/her counselor that the testing requirements will be able to be met within the timeframe.



Deputy Superintendent for Instruction

March 20, 2019

Date

Policy History: Formerly Policy 320, Revised 06.20.06; 10/02/09; 05.10.10; 03.24.15; 10.25.17; 10.27.17, Revised 2.07.19

Legal Reference: 6.30.10.8 NMAC, 34 CFR 300.618-300.621 IDEA, 34 CFR 99.20-22 FERPA