K-8 Grading Practices and Requirements

Purpose

The purpose of grading is to accurately communicate a student's academic achievement and progress toward mastery of the Louisiana Student Standards.

Grades shall be based primarily on evidence of student learning and shall provide students and families with a meaningful representation of what students know, understand, and are able to do.

Scope

These practices apply to all kindergarten through Grade 8 courses and subjects in which student academic performance is formally evaluated, except where a provision specifically applies only to identified subjects or numeric or letter grades.

The minimum point requirements apply only to English Language Arts, mathematics, science, and social studies as listed below. Courses or subjects using Satisfactory/Unsatisfactory or another district-approved nonnumeric grading system are not subject to minimum point requirements or percentage-based provisions that do not apply to that grading method.

All courses and subjects remain subject to applicable requirements regarding standards alignment, academic integrity, accurate reporting of student learning, professional judgment, and communication.

Minimum Points per Grading Period

The following minimum point totals are required per subject, per nine-week grading period:

Kindergarten

- English Language Arts: 400 points
- Mathematics: 400 points

Grades 1-8

- English Language Arts: 400 points
- Mathematics: 400 points
- Science: 300 points
- Social Studies: 300 points

Carnegie Credit Courses Offered in Grades 7-8

Courses offered to students in Grades 7-8 for high school Carnegie credit shall require a minimum of 600 points per nine-week grading period.

This requirement currently applies to:

- Grade 7 Health
- Grade 8 Math Essentials

The minimum points shall consist of meaningful grades and remain subject to the other grading practices and requirements established in this policy.

The required point totals shall consist of meaningful grades representing multiple measures of student learning distributed throughout the grading period.

A meaningful grade reflects a student's demonstrated knowledge, understanding, or skill related to identified academic standards or learning objectives and shall not be based solely on completion, participation, effort, or compliance.

Meaningful grades may include assessments, performance tasks, projects, written responses, demonstrations, laboratory activities, standards-aligned classwork, skill checks, teacher observations where developmentally appropriate, and other academically appropriate evidence of learning.

Meeting the minimum point requirement alone is not sufficient if the grades do not provide meaningful evidence of student learning. Teachers may exceed the minimum point requirements when academically appropriate.

Failure to meet the minimum point requirements shall be addressed through appropriate school or district administrative procedures and shall not, by itself, result in the artificial adjustment of a student's grade.

Transfer and Late-Enrollment Students

Students who enroll or transfer after the beginning of a nine-week grading period shall not be required to meet the full minimum point requirement for that period.

Grades earned at the student's previous school during the grading period shall be incorporated in accordance with district procedures. The remainder of the student's grade shall be based on academic work completed following enrollment.

Number and Distribution of Grades

Teachers shall provide multiple opportunities for students to demonstrate learning throughout the grading period.

No single assignment or assessment shall account for more than 15% of a student's calculated nine-week grade after applicable gradebook weighting or category calculations, except when otherwise required or specifically authorized by district or state policy.

This requirement shall not establish a separate minimum number of graded assignments beyond the minimum point requirements of this policy.

Formative assessments may be used to monitor learning, provide feedback, guide instruction, and provide evidence of student progress. Summative assessments are generally used to evaluate student achievement following instruction.

Practice, completion-based activities, or other preliminary learning activities shall not disproportionately determine a student's nine-week grade.

Homework

For purposes of this policy, homework is academic work assigned primarily for completion outside the regular instructional period without direct teacher supervision.

Homework shall be used primarily to reinforce, practice, or extend classroom learning and shall account for no more than 15% of a student's total grade in any subject during a nine-week grading period.

Homework shall not serve as the primary measure of student proficiency.

Projects, research assignments, and other extended academic tasks shall not be considered homework solely because portions are completed outside the instructional day.

The classification of an assignment shall be based on its primary purpose and expected conditions of completion rather than solely on the title or label assigned to the activity.

Bonus Points and Extra Credit

Bonus points and extra credit shall be academically relevant and directly related to course content or applicable academic standards.

Extra credit shall not be awarded solely for attendance, behavior, effort, compliance, participation, bringing supplies, classroom responsibilities, or other nonacademic activities.

Extra-credit opportunities shall be reasonably accessible to the students for whom they are offered and shall not substitute for missing required assignments or assessments.

Academically relevant extra credit may increase a student's nine-week grade by no more than five percentage points, including when the resulting grade changes from failing to passing.

Retakes and Reassessment

When academically appropriate, students who have not demonstrated sufficient proficiency in essential content or standards shall be provided reasonable opportunities to demonstrate improved understanding following additional instruction, intervention, remediation, review, or practice.

Reassessment shall measure the same essential standards or learning targets as the original assessment.

When reassessment provides valid evidence of greater proficiency, the student's grade shall be adjusted to reflect the improved academic performance. The reassessment shall receive greater weight than the original assessment because it represents the student's more current level of understanding.

Schools and teachers may establish reasonable procedures for reassessment, including deadlines, remediation, corrective work, or additional preparation, provided those procedures do not allow the original unsuccessful attempt to disproportionately limit credit for subsequently demonstrated proficiency.

Reassessment does not provide unlimited opportunities to repeat assessments without additional learning or preparation.

A student who refuses to complete, fails to make a reasonable attempt on, or chooses not to participate in the original assessment is not automatically entitled to reassessment unless an excused absence, applicable accommodation, documented circumstance, or other approved reason applies.

Late Work and Makeup Work

A student who is absent shall ordinarily be allowed the same number of school days the student was absent to complete work missed because of the absence.

When a student is present but does not submit an assignment by the established due date, the student shall ordinarily be provided up to four school days to submit the assignment in accordance with communicated late-work procedures.

Teachers may extend the late-work period when academically appropriate or because of documented circumstances.

Late work submitted within the established period may be subject to a reasonable penalty not exceeding 10 percentage points of the earned assignment score.

After the applicable late-work period expires, the teacher may decline to accept the assignment and may assign a zero in accordance with this policy.

Missing Assignments, Incomplete Work, and Zeros

Work that has not been submitted shall be identified using the district-approved missing-work designation. The missing-work designation shall calculate as a zero in the student's current average until the work is completed so that students and families can see the effect of outstanding work on academic performance.

The gradebook shall distinguish work that was not submitted from work that was submitted and earned a grade of zero.

When missing work is completed within the applicable late-work or makeup-work period, the missing designation shall be replaced with the grade earned, subject to any applicable late-work penalty.

After the applicable period expires, uncompleted work may be finalized as a zero in accordance with school and district procedures.

When an Incomplete designation is appropriate, incomplete work from the first, second, or third nine-week grading period shall be resolved by the end of the second week of the following grading period unless additional time is authorized.

Incomplete work from the fourth nine-week grading period shall be resolved by the school or district deadline for final grade reporting.

A student shall not be denied an otherwise applicable makeup-work period solely because the grading period or school year has ended.

Academic Integrity

Work submitted for academic credit must represent the student's own knowledge, skills, and performance.

Expectations regarding permitted use of artificial intelligence, collaboration, outside assistance, and other academic supports shall be reasonably communicated when such use may affect the authenticity of student work.

Cheating, plagiarism, unauthorized use of artificial intelligence, copying, falsification, or other academic dishonesty shall be addressed according to the applicable student handbook or code of conduct. Work determined not to represent the student's own academic performance may be considered invalid evidence of learning.

Grading Practices

Grades shall be based primarily on academic achievement and evidence of student learning and shall not be increased or decreased solely because of attendance, behavior, effort, compliance, participation, or other nonacademic factors.

Participation alone shall not constitute an academic grade. Observable performances, demonstrations, presentations, discussions, laboratory activities, physical skills, collaborative academic tasks, and similar activities may be graded when they provide evidence of identified academic standards or learning objectives.

All grading, assessment, late-work, makeup-work, reassessment, and reporting practices shall be implemented in accordance with applicable IEPs, Section 504 Plans, and other legally required accommodations or modifications.

Gradebook Requirements

Teachers shall maintain accurate and reasonably current gradebooks.

Grades should ordinarily be entered within eight school days of the assignment, assessment, or other graded activity being submitted or completed.

Assignments requiring substantial evaluation, including extended writing, projects, or performance tasks, may require additional time. When reasonably necessary, the anticipated delay should be communicated to students.

For late work, makeup work, or reassessment, the grade-entry period begins when the work is actually submitted or completed rather than on the original due date.

Teachers shall not be expected to grade late or makeup work immediately solely because it is submitted near the end of a grading period. Such work shall be processed within the timelines established by this policy and applicable final grade-reporting procedures.

Grades shall be entered frequently enough throughout the grading period to provide students and families a meaningful opportunity to identify and respond to academic concerns before the end of the nine weeks.

Finalized Grade Changes

A finalized nine-week grade may be changed only to correct an error, reflect additional valid evidence of student learning permitted under this policy, implement an applicable accommodation or other policy requirement, or for another documented academic reason authorized by district procedure.

Communication of Grades

Schools and teachers shall communicate applicable grading expectations and procedures to students and families.

Parents and guardians shall have access to current grade and academic-progress information through the district's designated student information system and other approved communication methods.

Schools and teachers shall make reasonable efforts to communicate with parents or guardians when a student's academic performance or pattern of missing work indicates a significant risk of failure.