

IDEA Grading Policy 2022-23 (LOUISIANA)

1. Core Tenets

The IDEA Public Schools grading policy supports our mission of sending 100% of our scholars to and successfully through college, acknowledging that graduating from college is the single most effective anti-poverty strategy. The IDEA grading policy effectively evaluates student achievement, ensures equity across all schools, motivates and empowers students and is responsive to their context, signals an accurate level of mastery to all audiences, and prepares scholars' academic identities and college applications to succeed in the process of applying to colleges and universities. Grades should reflect the level of student mastery on grade-level work. The district policy is aligned to this belief and gives campus leaders discretion to meet the unique needs of their students.

2. Progress Reports

Progress reports should be provided, at a minimum, to parents by the fourth week of the grading period for all students in all courses. Schools and teachers may communicate more frequently about grades at their discretion.

3. Assessment Categories and Weights

The gradebook for all courses, excepting High School courses with an associated LEAP End-of-Course Exam (EOC), has **only two categories** of student tasks: Summative and Formative. **Summative assessments** determine student mastery after an instructional phase (e.g. a Unit) is complete, comparing against specific objectives, external assessments, and/or other students to accurately reflect cumulative learning. **Formative assessments and assignments** are used throughout a unit or instructional phase to inform instructional decisions, motivate and teach students how to improve, and clearly signal academic expectations to determine how students are progressing towards a certain mastery goal. The impact of Summative Assessments grows with grade level bands to match their increasing value in collegiate syllabi. For High School courses that culminate in a LEAP EOC, the EOC is worth 15% of the student's final semester grade for the course. The tables below provide categorical weights and examples of each type of assessment.

Kindergarten – 12th Grade Courses*

Category	Examples	Minimum Required	PK-5, Alt. Courses	6-8*	9-10*	11-12*
Summative <i>Summative assessments</i> evaluate the level of mastery after an instructional phase is completed.	DI PK-2: Mastery Tests CSI 3rd-8th Reading: Mastery Tests, RENSTAR Star Growth Report Non-DI: Unit Assessments; End-of-Module Assessments; Mid-unit, Mid-Module; Embedded Assessments; Papers, reports, presentations, and other compositions that conclude an instructional phase; Semester Exam; Final Exam	Varies by course; only assessments listed should be summative	25%	35%	45%	55%

Formative <i>Formative assessments and assignments</i> provide ongoing feedback to teachers to improve instruction and to students to improve their learning.	DI PK-2: Independent work, fix-ups, checkouts, and Homework	2 per week	75%	65%	55%	45%
	CSI 3rd-8th Reading: Independent work, checkouts Non-DI: Quizzes; Classwork and Tasks; biweekly assessments; Written work (e.g. journals, OERs or essays); Socratic Seminars; Dialogue; Practice Problems and Homework; Exit Tickets, etc.					

*Non-LEAP EOC courses

High School Courses with a LEAP EOC

Category	Examples	Minimum Required	6-8*	9-10*	11-12*
LEAP End-of-Course	Algebra I, Geometry, Biology, English I, English II, US History	1	15%	15%	15%
Summative <i>Summative assessments</i> evaluate the level of mastery after an instructional phase is completed.	Unit Assessments; End-of-Module Assessments; Embedded Assessments; Papers, reports, presentations, and other compositions that conclude an instructional phase; Semester Exam; Final Exam	Varies by course; only assessments listed should be summative	30%	40%	50%
Formative <i>Formative assessments and assignments</i> provide ongoing feedback to teachers to improve instruction and to students to improve their learning.	Quizzes; Classwork and Tasks; Mid-unit, Mid-Module, or biweekly assessments; Written work (e.g. journals, OERs or essays); Socratic Seminars; Dialogue; Practice Problems and Homework; Exit Tickets, etc.	2 per week	55%	45%	35%

Within these categories, *teachers have the freedom to change the score type, assignment weight, and total points for individual assignments* within the gradebook to best represent the meaningfulness of each grade. Principals may require a specific number of homework assignments to be included in the gradebook. The LEAP 2025 High School courses' score shall count for 15% of a student's final semester grade. For a student with a disability, the LEAP 2025 High School courses' score shall count for 5% of the student's final semester grade in the course. This is applicable to LEAP High School EOC courses taken for high school credit.

All grades that impact a student's cumulative grade should validly and reliably represent student mastery, not behavioral or other factors, and thus should not represent behavioral items such as attendance, homework or task completion, or participation (exempting, for example, performance-based assessments with clear criteria for mastery, such as Socratic Seminars). To remove the impact on cumulative grades, teachers may record these items in the gradebook by selecting "Collected Only" as the *assignment score* or recording the *assignment weight* as 0. In Academies, there is a separate section on each report card to communicate represent behavioral

development, where there will be a selection of comments that teachers can use to better inform and support families to provide meaningful feedback on non-academic growth.

The Louisiana Administrative Code Title 28 § CXV-2302. Uniform Grading Policy requires that LEAs “shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used”:

Kindergarten, for District-Approved Courses

Grade	Percentage	Quality Points
O	100-93	4
S	92-85	3
S	84-75	2
NI	74-67	1
U	66-0	0

1st – 12th Grade, for District-Approved Courses

Grade	Percentage	Quality Points
A	100-93	4
B	92-85	3
C	84-75	2
D	74-67	1
F	66-0	0

District-Approved Honors Courses

Grade	Percentage	Quality Points
A	100-93	5
B	92-85	4
C	84-75	3
D	74-67	1
F	66-0	0

Advanced Placement (AP) Courses

Grade	Percentage	Quality Points
A	100-90	5
B	89-80	4
C	79-70	3
D	69-60	1
F	59-0	0

4. Failing Grades and Missing Grades

The parents, teachers, and the school share responsibility for helping students succeed, and student grades entered in the gradebook should be an accurate reflection of the level of mastery of the student. With regards to failing grades, teachers should afford a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade so that they can demonstrate relative

mastery of grade-level work. Anything that is stipulated in a student's IEP supersedes the policies stated here.

A. Missing Grades Due to Absences

It is the teacher's/facilitator's responsibility to provide work for students who are absent and to support them in getting any needed re-teach, resources, and/or opportunities. In ideal circumstances, late work and assessments would be submitted within the same number of days that the student was absent, but it may be more reasonable to allow until the end of the unit or the end of the grading period, whichever occurs sooner. In case of missed assignments due to extended absence, campuses and teachers may provide individualized alternative options and due dates or provide alternative programs, on case-by-case bases. In the case of absences due to pull-out intervention, AR and Hotspot facilitators should create a plan to ensure they have sufficient quiz scores and remain on track for their progress benchmark, respectively. Campus leadership and teachers should provide reasonable opportunities for students to make up assignments missed due to extended absences and/or extenuating circumstances within the grading period in which the student was absent. If assignments are not made up within the grading period, a written intervention plan should be instituted.

B. Failing Grades on Assignments

What determines a reasonable opportunity to make up or redo a failing grade depends on the grade level, task, curriculum, and individual circumstances. Campuses may determine point deductions and timelines for retakes and make-up work and should implement a plan that proactively develops the skills needed to show more individual responsibility as students transition to upper grades. Students who have a failing assessment grade should be given an opportunity to retake failed assignments at least one time, but not more than three times, within three weeks. In Direct Instruction coursework, student must have the opportunity to retake the assessment until they show mastery, which may be up to three times. Students in grades 6th through 12th should individually arrange with their teacher to retake failed summative assessments within three weeks and to plan any remediation prior to retaking. As with previous sections, campuses may determine point deductions and timelines for work turned in late (not due to an absence). They will ensure grade-level teachers are aligned in their practice and mindful of student development.

Research on the practice of awarding a zero on a 100-point scale for missing work suggests that it 1) disproportionately punishes students in poverty, minority students, lower performing students, and students with disabilities; 2) conveys inaccurate information about the students' level of mastery; 3) typically fails to effectively motivate or develop personal accountability; and 4) disproportionately negatively impacts the calculation of cumulative grades. Because of this research and the fact that this policy states that grades must...reflect the student's relative mastery, giving a "0" for a missing or incomplete assignment is prohibited. If a student has three or more "Incompletes" in the gradebook for a grading term, the teacher will write an intervention plan.

C. Failing Grades on Report Cards

We monitor cumulative grades during grade verification to ensure that students have sufficient opportunities to show mastery throughout the year. Our system will automatically flag grades that make a student likely powerless to succeed in subsequent terms, by checking whether it is still possible to pass the semester/year if the student were to earn As in subsequent semesters. The system will send a list of students who are receiving a term grade below 50 to the principal to monitor and communicate. *Inc* or "Incomplete" may be temporarily used on the report card grade until a student, who needs to complete certain mastery tasks, is held accountable for those assessments or assignments. For each student whose Report Card grade is below a 50 or has *Inc*, the teacher and/or team will create a <written intervention plan> to ensure that the student has opportunities to improve academic performance to reach the passing standard for the course. The principal will evaluate the quality of the plan, including the content, timeline, intended outcome, communication and the mechanism for delivery. This plan should be ready prior to finalizing the grades, so it can be communicated to relevant students, families, and/or teachers immediately. Students who are on track for retention must be considered for

and documented for RtI. To change a grade for a previous term after Report Cards have been issued, teachers must request a *Historical Grade Change* form from the SIS/Registrar.

5. Grading of District-Normed Assessments and Instruments

Because of the variance in assessment designs and scales, acceptable performance on assessments can vary greatly by assignment. For example, an AP score of 2 denotes that a student is ready to take that course in college, but to show mastery that would earn the student college credit, a student needs to earn a 3 or greater on the AP exam. For some AP tests, a student will earn a 2 with a demonstrated mastery of 27% of the assessment content and 40% mastery of the assessment content would earn the student a qualifying score of 3. These grades would both represent failing grades on a 100-point scale, so adjustments would need to be made to represent that mastery from the performance bands required of the standards to align to letter-grading. These adjustments will be needed for any assessment where the performance band does not align to the letter grading. In the table below are examples of how one could use Mastery Bands to select an appropriate letter grade, based on the alignment of the assessment. For example, Student A in AP Biology showed 21% correct on his AP-aligned unit exam, and, since that is equivalent to a Level 1 score, the teacher entered a 60 in the gradebook to represent the level of mastery. Student B had 88% mastery on her LEAP-aligned assessment for 5th math, and the teacher used the “Advanced” level to indicate As, entering a 100 in the gradebook. Student C is 1 grade level behind in reading in 1st grade, but is meeting progress each week at mastery, so the teacher input a 69 in the gradebook.

Consult your performance band guidance for the course you teach to determine the grade that goes in the gradebook

TABLE 1: EXAMPLES OF SELECTING A STUDENT GRADE ON A 100-POINT SCALE BASED ON RELATIVE STUDENT MASTERY

AP-aligned assessment example: AP Bio. (Student A)		LEAP-aligned assessment example: 5 th Math (Student B)	
Raw % Score	AP Mastery Bands	Raw % Score	LEAP Performance Band
75-100	Level 5	86-100	Advanced
60-74	Level 4	72-86	Mastery
40-59	Level 3	65-71	Basic
27-39	Level 2	47-64	Approaching Basic
0-26	Level 1	0-46	Unsatisfactory

Gradebook Guidance

AP Gradebook		LEAP-aligned Courses Gradebook	
Gradebook Grade	AP Mastery Bands	Gradebook Grade	LEAP Performance Band
100	Level 5	100	Advanced
90	Level 4	90	Mastery

80	Level 3	80	Basic
70	Level 2	70	Approaching Basic
60	Level 1	60	Unsatisfactory

6. Assignment Weights for Blended Spaces

The assignment weights for the Blended Spaces align to the students' program goals and the honor roll status for the campus. These key metrics determine student success and maximize the impact of the Blended Spaces programs. Data show that when students meet AR Zone and iLearning Hotspot goals, they experience the most substantial improvements in reading and math comprehension and test results.

	AR		Hotspot	
Grade	1-5	6-7	1-5	6-7
Summative	<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>
Formative	Word Count– 100%	Word Count – 100%	DreamBox lessons completed – 100%	Imagine Math lessons passed – 100%

7. Grading for Students with Disabilities

Rise teachers should grade students based on formal and informal assessments. Below is a chart to help guide teachers on various types of assessments that will be utilized to measure the progress students demonstrate. Gradebooks are set up with the following weight categories.

Category	Examples	PK - 21
Summative <i>Summative assessments are for evaluating the level of mastery after an instructional phase is completed</i>	DI PK-2: Mastery Tests CSI 3rd-8th Reading: Mastery Tests, RENSTAR Star Diagnostic Report: RENSTAR Star Growth Report Non-DI: Unit tests, Embedded Assessments, End of Module Exams, reports, presentations, and other compositions that culminate an instructional phase	25%
Formative <i>Formative assessments and assignments provide ongoing feedback to teachers to improve instruction and to students to improve their learning.</i>	DI PK-2: Independent work, fix ups, and homework CSI 3rd-8th Reading: Independent work, checkouts Non-DI: Quizzes, classwork tasks, mid-unit assessments, written work (journals, OERs, essays), Socratic Seminars, Dialogue, practice problems, homework, exit tickets	75%

For a student with a disability, the LEAP 2025 (High School) score shall count for 5 percent of the student's final grade for the course (Bulletin 741, § 2318).