

Overview

The Clark County School District (CCSD) is committed to student success by embodying the core values of equity, accountability, and high expectations for all students. The District is committed to ensuring grades are an equitable and accurate reflection of student learning through sound grading practices. The updated grading regulation includes the utilization of a balanced grading scale, separation of academic achievement and learner behaviors, and guidance for providing students additional opportunities to demonstrate mastery through reassessment opportunities.

Mindset

A collective mindset is essential to ensure students’ grades are accurate, meaningful, and consistent. This mindset is focused on the following principles:

- A. Grading practices will be equitable and supportive of student learning.
- B. Grades will be based on a body of evidence aligned to the Nevada Academic Content Standards/Nevada Academic Content Standard Connectors (NVACS/NVACS Connectors) and District curriculum.
- C. Grades will be a measure of achievement of the NVACS/NVACS Connectors and District curriculum, thus eliminating behaviors from grades.
- D. Students will have reassessment opportunities to demonstrate proficiency after new learning has occurred.

Grading Scale

All schools will utilize the grading scale, which is an equal interval balanced scale. The District reports student achievement to identify mastery of grade-level NVACS/NVACS Connectors and District curriculum in designated content areas ensuring equity and accuracy in reporting. Grades shall not be influenced by behavior or other nonacademic measures (e.g., late or missing assignments, attendance, participation, responsibility).

Please note: As indicated in Regulation 5121, dual credit courses will utilize the grading scale and policies aligned with the partnering Nevada System of Higher Education institution school, department, and/or division.

<i>Elementary Grading Scales</i>			
<i>Kindergarten</i>	<i>Grades 1-5</i>		<i>Standards-Based</i>
2 Meets 1 Approaches	A 90-100% B 80-89% C 70-79% D 60-69% F 50-59%	Excellent Above Average Average Below Average Emergent	4 Exceeds 3 Meets 2 Approaches 1 Emergent
	W	Working on standards below grade level	

A. W Guidelines

Due to circumstances beyond students’ control, students with challenges (e.g., students with disabilities who are working on below grade-level standard Individualized Education Program (IEP) goals, newcomers, students living in transitional situations due to homelessness or being in foster care) may receive a W on the report card.

- a. Students who are identified as English language learners, and are considered newcomers (students with less than two years in the District and with a WIDA overall score of 1.9 or below) may be considered for a W only for the first semester of enrollment in the District.
- b. Special considerations apply to students experiencing homelessness. Use of the W is intended to acknowledge that students experiencing homelessness and those in foster care often have long-term academic impacts due to their transitional living situations. Contact the Title I Hope Office at (702) 855-

3850 for additional guidance.

- c. W may be used for students working on a functional curriculum.
- d. W may be used for students whose cognitive abilities limit their participation in the general education curriculum even with supports, accommodations, and modifications.
- e. Teachers must make individual determinations on the use of the W for each student and provide evidence to support this designation. Program placement is not a determining factor.
- f. Principal must approve the use of the W for each student.
- g. Report card comments must include a statement to express that the student is working on below grade-level standards and parents/guardians should refer to the IEP progress report for details about student progress.

Secondary Grading Scales			
Grades 6-12			Standards-Based (Available Year 3 of Implementation)
A	90-100%	Excellent	4.0
B	80-89%	Above Average	3.0
C	70-79%	Average	2.0
D	60-69%	Below Average	1.0
F	50-59%	Emergent	0
P Passing (To be used for specific courses designated by the Academic Unit)			
			4 Exceeds
			3 Meets
			2 Approaches
			1 Emergent
			0 No Evidence

- A. Please note: As indicated in Regulation 5121, semester exams are only required for high school credit-bearing courses.

Infinite Campus Grade Book Category Weighting

- A. School leadership will establish consistent weighting for all courses. Weighting must fall within the designated ranges for each school year.
 - a. 2021-2022: Formative 0-25%, Summative 75-100%
 - b. 2022-2023: Formative 0-20%, Summative 80-100%
 - c. 2023-2024: Formative 0-10%, Summative 90-100%
- B. Infinite Campus Grade Book categories will be clearly communicated by the school to students and families.

Formative: Assessment for Learning	Summative: Assessment of Learning
<ul style="list-style-type: none"> • Used by educators and students during instruction to provide actionable feedback and inform ongoing teaching and learning strategies. • Low stakes; carries little to no weight in the Grade Book. • Includes informal classroom-based assessments (e.g., exit tickets, classwork, quizzes, observations, checklists). • Excludes universal screeners, diagnostics, or the District interim assessment (e.g., MAP Growth). 	<ul style="list-style-type: none"> • Used to measure mastery of standards after learning has occurred. • High stakes; the majority of the student’s grade is based on summative evidence. • Includes formal classroom-based assessments (e.g., unit tests, projects, presentations, performance tasks, semester exams). • Excludes District and state cumulative assessments (e.g., SBAC, ACT, CTE, NAA, WIDA).

Late Work (School-based)

- A. Scores will not be reduced on assignments and assessments submitted past the due date.
- B. The mark “L” in Infinite Campus will be used to document an assessment that is late and hasn’t been submitted.
 - a. The mark “L” will carry no weighting in the Grade Book.
 - b. Once late work has been submitted, the “L” will be replaced with a score reflecting the student’s academic performance level.
 - c. If a student does not submit the late work by the common school deadline established by the school and

the teacher has been unsuccessful in eliciting evidence of the student's learning, the "L" is changed to an "M" in the Grade Book and the score becomes a 50 percent due to no evidence.

- d. Procedures for scoring unsubmitted work past established deadlines must be in accordance with Regulation 5122.
 - e. Guidelines for athletic eligibility are available here to support consistency across all secondary schools.
- C. Educators will notify students/families of late work via Infinite Campus in a timely manner (e.g., within three days of the missed due date).
- a. Educators will clearly communicate the deadline for acceptance of late work.
 - b. Educators will clearly communicate that late work not submitted by the common deadline established by the school will result in a score of a 50 percent due to no evidence.
 - c. Educators will provide students and families resources to complete late work (e.g., a copy of the classwork, rubric, related resource material).
 - d. Additional communication (e.g., a cellular phone, approved electronic systems) may be used in accordance with [Regulation 4100](#).
- D. On a regular basis (e.g., weekly), educators will generate a *Late or Flagged Assignments* report within Infinite Campus to identify students with excessive late work.
- a. These students will be identified to receive supplemental academic and/or behavioral interventions aligned to a school's Multi-Tiered System of Support (MTSS) framework.
 - b. Alternative methods of assessment (e.g., using personal communication rather than extended written response) should be considered based on student needs. Review the [Reassessment Opportunities](#) section for more information on assessment methods.
 - c. Accommodate the needs of all students, based on individual student needs, considering the following as examples: reduced number of items, extra time to complete the task, small-group administration, and chunking tasks. Visit the [Instructional Strategies For Diverse Learners document](#) for additional strategies to equip all students with tools to be successful throughout the learning process.
 - d. Ensure the student's IEP or Section 504 Plan accommodations are being implemented across all learning environments and that any new accommodation to address student behavior is considered, as appropriate.
 - e. For more information on how to generate this report, visit the [Infinite Campus Best Practice in Grading FAQ](#).
- E. Support for administrators is available via the [Principal Collaborative: Addressing Late Work Video](#) and [Late Work Reflection Sheet](#).

Homework (School-based)

- A. Educators will work collaboratively with their grade-level/course team to set a common school expectation for homework.
 - a. Homework expectations must be in accordance with [Policy 6143](#) and [Regulation 6143](#).
 - b. In alignment with these expectations, homework is not required for each subject and content area.
 - c. Educators must consider the actual time it takes for students to complete homework rather than their estimation of what can be completed. Refer to [Regulation 6143](#) for more information.
- B. Homework should be used for practice or an extension of learning.
- C. Completion status of homework will carry no weight in the Grade Book; progress will be reported as a learner behavior/habit of work not as an academic grade.

Reporting Behaviors

- A. Academic grades will not include learner behaviors/habits of work (e.g., homework completion, attendance, late or missing assignments, participation, responsibility).
- B. Learner behaviors/habits of work will be measured using a school-based behavior rubric.
 - a. [Click here](#) for elementary and secondary exemplar rubrics.
 - b. Schoolwide behavior rubrics will be clearly communicated with students and families.
- C. Behavior and other nonacademic measures will be reported separately in the Grade Book.
 - a. Elementary: Successful learner behaviors section.
 - b. Secondary: Citizenship section.

- D. Educators will notify students and families of unsatisfactory behavior in a timely manner (e.g., within three days of consistent unsatisfactory behavior).
 - a. Educators will clearly communicate the schoolwide behavior expectations.
 - b. Educators will work collaboratively with students and families to improve student behavior.
- E. On a regular basis (e.g., weekly), educators will identify students who need additional behavioral supports.
 - a. Identified students will receive supplemental behavioral intervention aligned to the school's MTSS framework.
- F. Incidences of cheating/forgery/plagiarism will be addressed through the [CCSD Pre-Kindergarten-12 Student Code of Conduct](#) procedures. Students will be provided with an opportunity to demonstrate their learning to ensure accuracy in academic reporting while also receiving targeted support to improve the behavior.

Reassessment Opportunities

- A. Schools may explore and implement reassessment practices and develop processes during the 2021-2022 school year. Processes from schools at this stage of implementation regarding reassessment opportunities will be utilized to inform the District reassessment guidelines for implementation in the 2022-2023 school year.
- B. In the 2022-2023 school year, schools will establish reassessment opportunities aligned to District guidelines for students who have not demonstrated mastery of the identified NVACS/NVACS Connectors and District curriculum, establish a timely opportunity for reteaching and relearning, and communicate expectations for students and families.
 - a. [Pacing guides](#) will assist in instructional planning and assessment for each of the four core content areas. Educators can evaluate which standards students need additional reteaching opportunities through data analysis during Professional Learning Communities (PLCs).
 - b. Educators will provide reteaching opportunities for students. Strategies can include modeling and guided discourse.
 - c. Clear communication to students and families will be provided in a timely manner. Communication should include the current level of mastery, where a student should be performing, and action steps the student can take to improve.
- C. An alternate or abbreviated assessment can be administered to elicit evidence of new learning.
 - a. Educators will identify which standards to reassess based on student needs.
 - b. Educators will consider alternative assessment methods to elicit evidence of learning.
 - i. If able, elicit evidence of learning from a student orally through personal communication to be more efficient in the assessment method. This method is also sensitive to barriers that exist for English language learners that may provide bias if using other methods of assessment.
 - ii. There are four types of assessment methods that should be used when eliciting student evidence: selected response, written response, performance assessment, and personal communication.
 - c. Students will apply new learning and demonstrate readiness for the reassessment opportunity.
- D. A student's grade should accurately reflect new learning. The current mastery level of the student should replace previous evidence.
 - a. For more information on how to show an updated mastery score when a student has been reassessed visit the [Infinite Campus Best Practice in Grading FAQ](#).

Communication to Students and Families

- A. Weekly communication regarding student progress is a vital component to ensuring students receive the support needed to be successful.
- B. Communication of grades via the Infinite Campus Grade Book must be done in accordance with [Regulation 5122](#).
- C. Scores and grades entered in the Grade Book will be current, allowing students time to reflect on and improve their grade prior to the end of the marking period.
- D. The [CCSD Grading Reform website](#) is a great resource to share as you are engaging in collaborative conversations with your school community.

Professional Learning Opportunities

Educators will complete required professional learning to support grading reform. Optional administrator informational/feedback sessions will be offered regarding the CCSD Grading Guidelines at 8:00 a.m. on June 23 and July 7, 2021, via Google Meet: <https://meet.google.com/xsb-mcgr-mcx>.

Grading Reform Course: Available in Canvas in June 2021. (Automatically assigned to educators.)
<p>Grading Reform- Part 1: Ensuring All Students Succeed</p> <ul style="list-style-type: none"> • Understand the purpose of assessment. • Discuss the need for an equity scale. • Address reassessment opportunities.
<p>Grading Reform- Part 2: Removing Behaviors from Grades</p> <ul style="list-style-type: none"> • Understand how to report behaviors separately from academics. • Discuss how to assess learner behaviors. • Explore resources for addressing learner behavior deficits.
<p>Grading Reform- Part 3: Reassessment Protocols</p> <ul style="list-style-type: none"> • Understand the purpose of assessment. • Use of quality classroom assessments. • Providing appropriate feedback.

Revisions

In the event any part of this guide requires a revision, please refer to the table below for details.

Revision Number	Revision Date	Nature of Revision	Page Number
1	10/22/2021	- Added Principal Collaborative: Addressing Late Work resources - Added guidance to address incidences of cheating/forgery/plagiarism.	- Page 3 - Page 4