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Sig Rogich Middle School Grading Policy

2026-2027

Sig Rogich Middle School is committed to student success by embodying the core values of equity, accountability, and high expectations for all students. We are committed to ensuring grades are an equitable and accurate reflection of student learning through sound grading practices.

Grading Scale

A 90–100%
B 80–89%
C 70–79%
D 60–69%
F 50–59%
P Passing *(To be used for specific courses designated by the Academic Unit)*

Formative: Assessment for Learning (20%)	***Summative: Assessment of Learning (80%)***
• 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., IReady/MAP Growth).	• 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).

NOTE: Extra credit WILL NOT be issued for any class for any reason.

Homework

- Homework expectations are aligned with Policy 6143 and Regulation 6143.
- Homework shall only be used for practice or an extension of learning.
- 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.

Minimum F

- In accordance with the Clark County School District equitable grading policy, at the end of each quarter, if a student's overall grade is less than 50%, that grade will be adjusted to meet the minimum score of 50%.

Citizenship

- Students will earn a citizenship grade each quarter based on the Citizenship Rubric guidelines (see link below). Behavior and nonacademic measures are reported in the citizenship grade and not in the academic portion of the gradebook.
- Link to RMS Citizenship Rubric

Late Work Guidelines

- Students are allowed to turn in late work up to **FIVE** days before Progress Reports and **FIVE** days before Quarter Grades.
- Scores are not reduced on assignments and assessments submitted by the schoolwide deadline (see above).
- Assignments and assessments not submitted on time should be marked with an "M." Once the missing work is submitted, the "M" is replaced with a score reflecting the student's academic performance, and the "L" late flag is added to the assignment to monitor student behavior separate from the academic grade.
- If a student does not submit an assignment or assessment prior to the schoolwide deadline and the teacher is unsuccessful in eliciting new evidence of student learning, the "M" remains in the grade book and the student scores a zero for that assignment.
- Teachers must notify students and families of late work via Infinite Campus within three days of the missed due date.
- Teachers must clearly communicate the deadline for accepting late work by including the information on their course expectations. In addition, teachers will include that all missing work will result in a score of zero due to no evidence.
- Teachers must provide students and families with resources to complete late work (e.g., a copy of the classwork, rubric, and related resource materials).
- Teachers will generate a Missing Assignments Report weekly in Infinite Campus to identify students with excessive late work. Teachers will provide supplemental academic and/or behavioral interventions to ensure student learning.
- Alternative methods of assessment (e.g., using personal communication rather than extended written response) will be considered based on student needs.
- Teachers will accommodate the needs of all students, based on individual student needs, such as a reduced number of items, extra time to complete the task, small-group administration, and chunking tasks.
- Teachers will ensure that students' IEP or Section 504 Plan accommodations are implemented and new accommodations to address student behavior will be considered, as appropriate.

Reassessment Guidelines

- To reassess, students must complete a request to reassess that includes a reasonable plan for new learning before making the appointment to reassess. A new request to reassess must be submitted for each reassessment. Upon completion of the assessment, students must complete the Rogich Reassessment Reflection. The assessment grade will not be updated in Infinite Campus until the reflection is completed.
- Students must make an appointment with individual teachers to complete their reassessment.
- Students may reassess on summative assignments only. The gradebook will reflect the highest score achieved on the assessment.
- Students may request only **ONE** reassessment per each summative assessment. Students must complete their request to reassess within **FIVE** days of receiving their assessment results.
- Teachers may use an alternate type of assessment to determine new student learning. Alternate assessments must be at the same level of rigor as the original assessment. Examples include, but are not limited to, performance assessments, personal communication, selected response, and written response.
- All reassessments must be completed **FIVE** days prior to progress reports and **FIVE** days prior to the end of the quarter.
- In the case of extenuating circumstances, teachers will meet with their supervisor to develop a plan to address the individual issue.
- Reassessment opportunities will not be offered for semester exams/final exams. (Only applies to courses earning high school credit).

Semester Exams

- Both Fall and Spring Semester Exams are weighted at 10 percent.
- High School bearing courses taken at Rogich Middle School are weighted at 20 percent.
- High-Value summative weighting reinforces rigorous academic expectations and the importance of demonstrating mastery of standards and learning targets.

Communication to Students and Families

- Weekly communication regarding student progress is a vital component to ensure students receive the support needed to be successful.
- Communication of grades via the Infinite Campus Grade Book will be done in accordance with Regulation 5122.
- Teachers will input grades into Infinite Campus in a timely manner, allowing students time to reflect on and improve their grade prior to the end of the marking period.