

**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. [District Regulation 5121](#) 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.

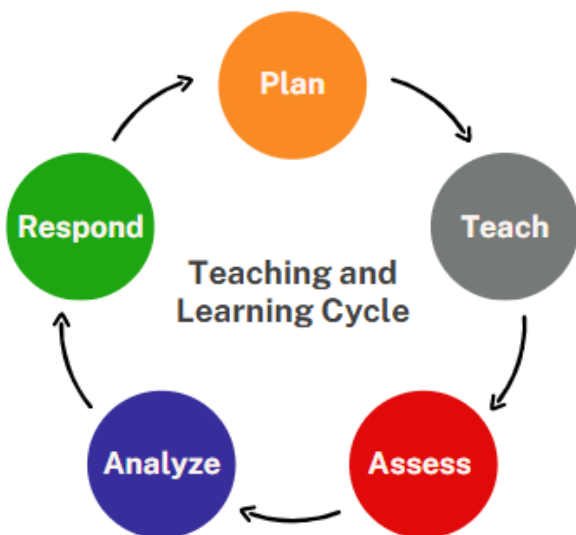
**Mindset**

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

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

**Core Beliefs**

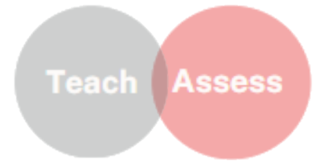
- We are a champion for students! Supportive grading practices provide hope and compassion for students while demonstrating mastery of the standards. All students who are not successful on summative assessments will have the opportunity to reassess for identified grade-level standards.
- Professional Learning Communities (PLCs) are a critical component to student success. Educators use PLCs to plan, create/evaluate assessments, and analyze student data.
- Students take ownership of their education by reflecting and engaging in additional instructional opportunities when they have unfinished learning.
- Accuracy matters. Providing students with full credit for what they know when they know it is our responsibility as educators to ensure all students succeed.



*The CCSD Grading Guidelines align with effective implementation of the Teaching and Learning cycle.*

**Grading Scale**

All schools must 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).



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

**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.

- 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.
- 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 transitional living situations. Contact the Title I Hope Office at (702) 855-3850 for additional guidance.
- W may be used for students working on a functional curriculum.
- W may be used for students whose cognitive abilities limit their participation in the general education curriculum even with supports, accommodations, and modifications.
- 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.
- Principal must approve the use of the W for each student.
- 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.

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

B. As indicated in Regulation 5121, semester exams are only required for high school credit-bearing courses. Semester exam scores below a 50% will be adjusted to the minimum score on the District grading scale (e.g., if a student earns a 32% on the semester exam, the score is adjusted to 50%).

C. Secondary schools will accurately score and communicate student progress on individual assignments toward

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03/29/2024

mastery of the standards. Secondary school sites must apply the equitable grading scale at each quarter (e.g., an assignment score less than 50% may be in the Grade Book; however, at the quarter if the grade to be posted is less than 50%, it must be overwritten to a 50% or minimum score on the equitable grading scale).

- D. As indicated in Regulation 5121, dual enrollment courses utilize the grading scale and policies aligned with the partnering Nevada System of Higher Education institution school, department, and/or division.

**Infinite Campus Grade Book Category Weighting**

- A. School leadership must establish consistent weighting for all courses. Weighting must fall within the designated ranges each school year. The weighting for courses will be reviewed annually.
  - a. Current: Formative 0–20%, Summative 80–100%
- B. Infinite Campus Grade Book categories must be clearly communicated by the school to students and families.

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

**Missing Work (Schoolwide Policy in Alignment with District Guidelines Used in Conjunction with Regulation 5113)**

- A. Scores are not reduced on assignments and assessments submitted past the due date.
- B. The mark “M” in Infinite Campus is used to document an assessment that is missing and hasn’t been submitted.
  - a. The mark “M” is a score of 50 percent for elementary schools and 0 percent for secondary schools in the Grade Book, communicating the lowest possible grade.
  - b. 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.
  - c. If a student does not submit the missing work by the common established school deadline (minimum of five school days) and the teacher is unsuccessful in eliciting evidence of the student’s learning, there is no further action from the educator, keeping the “M” in the Grade Book.
  - 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 must notify students/families of missing work via Infinite Campus in a timely manner (e.g., within three days of the missed due date). The [Missing Work Guide for Families](#) supports clear communication with parents/guardians.
  - a. Educators must clearly communicate the deadline for the acceptance of missing work.
  - b. Educators must clearly communicate that missing work results in a 50 percent for elementary schools and a 0 percent for secondary schools percent due to no evidence.
  - c. Educators must provide students and families with resources to complete missing 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 must generate a *Missing Assignments Report* within Infinite Campus to identify students with excessive missing work.
  - a. Identified students receive supplemental academic and/or behavioral interventions aligned to a school’s Multi-Tiered System of Supports (MTSS) framework.
  - b. Alternative methods of assessment (e.g., using personal communication rather than extended written



response) are 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, such as reduced number of items, extra time to complete the task, small-group administration, and chunking tasks. Visit the [Instructional Strategies For Diverse Learners](#) 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 implemented across all learning environments and new accommodations to address student behavior are considered, as appropriate.
- e. For more information on how to generate this report, visit the [Infinite Campus Best Practice in Grading FAQ](#).

### **Homework (Schoolwide Policy in Alignment with District Guidelines)**

- A. Educators 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](#).
- B. Homework should be used for practice or an extension of learning.
- C. Completion status of homework must carry no weight in the Grade Book; progress must be reported as a learner behavior/habit of work not as an academic grade.



### **Reporting Behaviors**

- A. Academic grades do not include learner behaviors/habits of work (e.g., homework completion, attendance, late or missing assignments, participation, responsibility).
- B. Learner behaviors/habits of work are measured using a school-based behavior rubric.
  - a. Refer to [elementary and secondary exemplar behavior rubrics](#).
  - b. Schoolwide behavior rubrics are clearly communicated with students and families.
- C. Behavior and other nonacademic measures are reported separately in the Grade Book.
  - a. Elementary: Successful learner behaviors section.
  - b. Secondary: Citizenship section.
- D. Educators notify students and families of unsatisfactory behavior in a timely manner (e.g., within three days of consistent unsatisfactory behavior).
  - a. Educators clearly communicate schoolwide behavior expectations.
  - b. Educators work collaboratively with students and families to improve student behavior.
- E. On a regular basis (e.g., weekly), educators identify students who need additional behavioral supports.
  - a. Identified students receive supplemental behavioral intervention aligned to the school’s MTSS framework.
- F. Incidences of cheating/forgery/plagiarism are addressed in alignment with the [CCSD Pre-Kindergarten–12 Student Code of Conduct](#). Students are 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 (Schoolwide Policy in Alignment with District Guidelines)**

Academic grades shall use multiple means to assess student mastery levels and include opportunities for reflection, revision, and reassessment to ensure mastery of the NVACS/NVACS Connectors and District curriculum for all students. [Pacing guides](#) identify essential standards to be assessed throughout the school year. District guidance for each grade level/content area is utilized to ensure consistency amongst schools.



Reassessment Is	Reassessment Is Not
<ul style="list-style-type: none"> <li>● An opportunity for students to show new mastery of a skill or content honoring students learn at different rates.</li> <li>● Prioritized for identified standards.</li> <li>● Coupled with a timeline and new learning that addresses student deficits.</li> <li>● Only for learning targets/standards students did not master.</li> <li>● Using an alternate method of assessment based on student needs.</li> <li>● A natural part of learning, as the curriculum spirals through the year.</li> <li>● Preparing students for workplace practices where tasks must be redone until they represent acceptable quality.</li> </ul>	<ul style="list-style-type: none"> <li>● A way for students to game the system by redoing assessments repeatedly until they are satisfied with their grade.</li> <li>● Provided for every assessment on every standard.</li> <li>● Retaking the test right away without any preparation or deadlines.</li> <li>● Doing all parts of the assessment again.</li> <li>● Taking the same test until answers have been memorized.</li> <li>● Making ten different assessments for each standard.</li> <li>● Making students irresponsible and unprepared for the real world.</li> </ul>

A. Reassessment Elementary Guidelines

- Schools must establish reassessment opportunities for students who have not met standards within the identified NVACS/NVACS Connectors and District curriculum, establish a timely opportunity for reteaching and relearning, and communicate expectations to students and families. Students who have not mastered standards may reassess a minimum of once per summative assessment aligned to the schoolwide timeline (see A., e.).
- Students who have met standards within the identified NVACS/NVACS Connectors and District curriculum may request a reassessment opportunity. Schools will put a plan in place to support these requests. Students and families may request and participate in a reassessment opportunity in a timely manner (based on the schoolwide policy) after receiving assessment results to collaboratively develop a plan for new learning.

	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<b>Kindergarten</b>	2 Meets	1 Does Not Meet
<b>Grades 1–5</b>	A 90–100% Excellent B 80–89% Above Average C 70–79% Average	D 60–69% Below Average F 50–59% Emergent
	E Exceptional Progress S Satisfactory Progress	N Needs Improvement
	4 Exceeds 3 Meets	2 Approaches 1 Emergent

- An alternate or abbreviated assessment at the same rigor can be administered to elicit evidence of new learning. Various assessment methods are considered (e.g., performance assessment, personal communication, selected response, and/or written response).
- A student’s grade must accurately reflect new learning. The current higher proficiency level of the student replaces previous evidence.
- Summative reassessments are limited. Summative reassessments must be completed **no later than two weeks** prior to the end of the term unless the summative is administered in the last two weeks of the term.
- Educators should recognize when curriculum spirals and standards are revisited throughout the year; separate reassessment opportunities may not be needed since they are already embedded in the curriculum design (e.g., Kindergarten foundational skills).
- Reassessment accommodations in IEPs and/or Section 504 Plans supersede District reassessment guidelines.

**Elementary School Reassessment Stakeholder Responsibilities**

<b>Administrators</b>	<b>Educators</b>	<b>Students</b>	<b>Families</b>
<ul style="list-style-type: none"> <li>● Establish a schoolwide reassessment policy that aligns with the District Reassessment Guidelines.</li> <li>● Communicate the schoolwide reassessment policy to educators and families.</li> <li>● Provide translations of the schoolwide assessment policy, as needed.</li> <li>● Engage educators and families in professional learning opportunities to enhance their understanding of reassessment.</li> <li>● Monitor implementation of schoolwide reassessment policy.</li> <li>● Provide space for discussions when facilitating the scheduling of PLCs to ensure reassessment is addressed.</li> <li>● Engage in conversations with educators, students, and families to support reassessment practices.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in professional learning opportunities to enhance understanding of reassessment and schoolwide reassessment policies.</li> <li>● Align <a href="#">classroom expectations</a> based upon schoolwide expectations and communicate with students and families.</li> <li>● Meet with PLCs to identify students who need additional learning.</li> <li>● Offer reteaching opportunities to identified students by designing guided discourse and/or modeling lessons.</li> <li>● Reteach and reassess the standard(s), ensuring alignment, as part of Tier I instruction if most students are not successful on a summative assessment.</li> <li>● Use <a href="#">various assessment methods</a> aligned to the standards to capture new evidence of learning.</li> <li>● Replace old evidence of learning with new evidence of learning in the Grade Book in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in practicing classroom expectations.</li> <li>● Be involved in the reassessment process by actively participating in learning.</li> <li>● Be a reflective learner. Complete a reassessment reflection (<a href="#">example</a>) after each summative assessment the student may want to reassess.</li> <li>● Optional: Communicate reassessment request to the teacher (<a href="#">example</a>).</li> <li>● Advocate for an opportunity to demonstrate additional learning by retaking assessments for identified grade-level standards.</li> <li>● Actively participate in additional learning opportunities (e.g., completing aligned formative assignments) and self-reflect on progress to ensure new learning has taken place before reassessment.</li> </ul>	<ul style="list-style-type: none"> <li>● Support the school's reassessment policy through active participation in the student's educational journey.</li> <li>● Regularly check grades in Infinite Campus/Canvas to be aware of student progress.</li> <li>● Communicate with educators about reassessment opportunities for skills a student has not mastered.</li> <li>● Assist students at home with new learning on identified standards or learning targets.</li> </ul>

**B. Reassessment Secondary Guidelines**

- a. Schools prioritize establishing reassessment opportunities during the school day for students who have not met standards within the identified NVACS/NVACS Connectors and District curriculum. Students who have not mastered standards may reassess a minimum of once per summative assessment aligned to the schoolwide timeline (see B., i.).
- b. Schools may offer reassessment opportunities before school, after school, or during the school day.
- c. The schoolwide reassessment policy must not exclude students from an opportunity to reassess due to limited transportation before or after school, participation in after-school activities, and family circumstances (e.g., after-school employment, other family responsibilities).
- d. Schools must establish a timely opportunity for reteaching and relearning and communicating expectations to students and families.
- e. Students who have met standards within the identified NVACS/NVACS Connectors and District curriculum can request and participate in *one* reassessment opportunity per each summative assessment. After receiving assessment results, students have up to five school days to communicate with their classroom teacher.

	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<b>Grades 6–12</b>	A 90–100% Excellent B 80–89% Above Average C 70–79% Average	D 60–69% Below Average F 50–59% Emergent
	E Exceptional Progress S Satisfactory Progress	N Needs Improvement

- f. Students must complete a school-based reassessment reflection to develop a reasonable plan for new learning.
- g. An alternate or abbreviated assessment at the same rigor can be administered to elicit evidence of new learning. Various assessment methods should be considered (e.g., performance assessment, personal communication, selected response, and/or written response).
- h. A student’s grade should accurately reflect new learning. The current higher proficiency level of the student must replace previous evidence.
- i. Summative reassessments are limited. Summative reassessments must be completed ***no later than one to two weeks*** before the end of the term.
- j. Reassessment opportunities will not be offered for final exams/semester exams.
- k. Specific assessments required by Advanced Placement and International Baccalaureate may not be reassessed.
- l. Other summative assessments during Advanced Placement and International Baccalaureate courses may be reassessed with test corrections.
- m. Dual enrollment must utilize the grading scale and policies aligned with the partnering Nevada System of Higher Education institution school, department, and/or division.
- n. Educators should recognize when curriculum spirals and standards are revisited throughout the term; separate reassessment opportunities may not be needed since they are already embedded in the curriculum design (e.g., revisiting genres of writing).
- o. Reassessment accommodations written in IEPs and/or Section 504 Plans supersede District reassessment guidelines.



<b>Secondary Reassessment Stakeholder Responsibilities</b>			
<b>Administrators</b>	<b>Educators</b>	<b>Students</b>	<b>Families</b>
<ul style="list-style-type: none"> <li>● Establish a schoolwide reassessment policy that aligns with the District Reassessment Guidelines.</li> <li>● Communicate the schoolwide reassessment policy to educators and families.</li> <li>● Provide translations of the schoolwide assessment policy, as needed.</li> <li>● Engage educators and families in professional learning opportunities to enhance their understanding of reassessment.</li> <li>● Monitor implementation of the schoolwide reassessment policy.</li> <li>● Provide space for discussions when facilitating the scheduling of PLCs to ensure reassessment is addressed.</li> <li>● Engage in conversations with educators, students, and families to support reassessment practices.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in professional learning opportunities to enhance understanding of reassessment and schoolwide reassessment policies.</li> <li>● Align <a href="#">classroom expectations</a> based upon schoolwide expectations and communicate with students and families.</li> <li>● Meet with PLCs to identify students who need additional learning.</li> <li>● Offer reteaching opportunities to identified students by designing guided discourse and/or modeling lessons.</li> <li>● Reteach and reassess the standard(s), ensuring alignment, as part of Tier I core instruction if most students are not successful on a summative assessment.</li> <li>● Use <a href="#">various assessment methods</a> aligned to the standards to capture new evidence of learning.</li> <li>● Replace old evidence of learning with new evidence of learning in the Grade Book in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in practicing classroom expectations.</li> <li>● Be involved in the reassessment process by actively participating in learning.</li> <li>● Be a reflective learner. Complete a reassessment reflection (<a href="#">example</a>) after each summative assessment that the student may want to reassess.</li> <li>● Optional: Communicate reassessment request to the teacher (<a href="#">example</a>).</li> <li>● Advocate for an opportunity to demonstrate additional learning by retaking assessments for identified grade-level standards.</li> <li>● Adhere to deadlines to ensure new learning occurs (e.g., completing aligned formative assignments) within identified schoolwide policy timelines.</li> <li>● Communicate with the teacher once self-reflection has occurred to <a href="#">schedule reassessment</a>.</li> </ul>	<ul style="list-style-type: none"> <li>● Support the school's reassessment policy through active participation in their student's educational journey.</li> <li>● Regularly check grades in Infinite Campus/Canvas to be aware of student progress.</li> <li>● Encourage the student to communicate with educators about reassessment opportunities.</li> <li>● Support students at home with new learning on identified standards or learning targets.</li> </ul>

**Communication to Students and Families**

- A. Weekly communication regarding student progress is a vital component to ensure 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 must 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](#) and [Back-to-School Toolkit](#) are great resources for collaborative conversations with the school community.
- E. The [Assessment Literacy Framework](#) provides educators with deep knowledge regarding sound assessment practices to facilitate supportive, productive conversations with students and families.



Revised  
03/19/2024



**Professional Learning**

<b>Grading Reform Courses</b>	
<b>TRNG -- Grading Reform</b>  Registration via Canvas.	Grading Reform- Part 1: Ensuring All Students Succeed <ul style="list-style-type: none"> <li>• Understand the purpose of assessment.</li> <li>• Discuss the need for an equity scale.</li> <li>• Address reassessment opportunities.</li> </ul>
	Grading Reform- Part 2: Removing Behaviors from Grades <ul style="list-style-type: none"> <li>• Understand how to report behaviors separately from academics.</li> <li>• Discuss how to assess learner behaviors.</li> <li>• Explore resources for addressing learner behavior deficits.</li> </ul>
	Grading Reform- Part 3: Reassessment Protocols <ul style="list-style-type: none"> <li>• Understand the purpose of assessment.</li> <li>• Use of quality classroom assessments.</li> <li>• Providing appropriate feedback.</li> </ul>
<b>TRNG -- Grading Reform- Reassessment</b>  Registration via Canvas.	Module 1: Reassessment Guidelines: An Exploration <ul style="list-style-type: none"> <li>• Understand reassessment within Regulation 5121.</li> <li>• Learn what reassessment is and is not.</li> <li>• Establishing opportunities for reassessment.</li> </ul> Module 2: Grading Reform- Reassessment in the Content Areas <ul style="list-style-type: none"> <li>• Learn various ways to support reassessment in the classroom and across content areas.</li> <li>• Understand how to incorporate opportunities for re-teaching to support reassessment practices.</li> <li>• Access and utilize resources to support the design of formative and summative assessments for reassessment.</li> </ul>
<b>Grading for Equity: Reading Between the Spines</b>  Registration via ELMS.	In these sessions, participants will: <ul style="list-style-type: none"> <li>• Utilize Grading for Equity by Joe Feldman to explore current research on motivation and grading.</li> <li>• Understand the impact of bias in teaching.</li> <li>• Develop strategies to implement equitable grading practices.</li> </ul> The first session is face-to-face. The second session is virtual. Grading for Equity will be provided.
<b>Grading Summit</b>  Registration via ELMS.	In this session, participants will: <ul style="list-style-type: none"> <li>• Explore equitable grading practices through a book study using the work of Joe Feldman, Grading for Equity.</li> <li>• Understand the four priorities that encapsulate the CCSD Grading Reform initiative.</li> <li>• Collaborate with building leaders to refine schoolwide grading policies aligned to the CCSD Grading Guidelines.</li> </ul>

**Revisions**

Revision Date	Nature of Revision	Page Number
7/28/2023	- Included process for posting quarter and semester grades at the secondary level. - Included process for grading semester exams at the secondary level. - Updated process for missing work.	- Page 2 - Page 3
3/19/2024	- Included Assessment Literacy Framework.	- Page 8
3/29/2024	- Updated semester exam guidelines.	- Page 2