

JOHN C. VANDERBURG ES SCHOOL WIDE GRADING POLICY GRADES 1-5

This policy aligns with CCSD grading policy.

Overview

The Clark County School District and John C. Vanderburg ES are 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. 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). No student shall be assigned a grade lower than 50%, which is inline with the CCSD’s minimum F policy.

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

1. **Weights-**

2022-2023:

- a. **Summative = 80%**
- b. **Formative = 20%**

2023-2024 and forward:

- a. **Summative = 90%**
- b. **Formative = 10%**

<i>Formative: Assessment for Learning</i>	<i>Summative: Assessment of Learning</i>
<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. 	<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 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).

- Includes formal classroom-based assessments (e.g., unit tests, projects, presentations, performance tasks, semester exams) based on grade level standards.
- Excludes District and state cumulative assessments (e.g., SBAC, ACT, CTE, NAA, WIDA).

2. **Late/Missing Work** - Any late work will be marked “L” in the gradebook until the assignment has been turned in. If a student does not submit the late work within the given due date (minimum 2 days for each day absent) 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.

- 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).
 - Educators will clearly communicate the deadline for acceptance of late work.
 - 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.
 - Educators will provide students and families resources to complete late work (e.g., a copy of the classwork, rubric, related resource material) upon their return from an absence.

3. **Retaking of Assessments** - Students may **retake** a Summative assessment with a **grade of 69% and below**. The teacher will set a date and time to retake the Summative Assessment. As a school that values leadership, we would like to encourage 3rd-5th grade students to take the initiative in approaching their teacher about retakes. Retakes for K-2nd will be initiated by the teacher.

4. **Retake Grades** - If a student retakes a Summative assessment, the retake grade will **replace** the original grade.

5. **Graded Assessments** - do not go home to be completed or made-up. All are to be done in the classroom. Students can schedule time with their teacher to come in before school during the teacher’s early bird hour if possible. Otherwise, it will have to be completed during the school day.

6. **Homework** - A student receives one (1) Homework Assignment Missing (HAM) for homework missing whether it is one or more assignments. This means one HAM per day. Students will meet with the principal when he/she has four (4) HAMS in a 30 day period. If improvement is not made, then a parent/teacher/student conference will be scheduled. Homework is not an option. A teacher may require a student to make-up missing homework during class recess. (Applecore signatures excluded.)

7. **Progress Reports** - 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. The report will be shared with parents. A Progress Report including grades will be sent home on the 10th of each month. Grades on the Progress Report reflect an up-to-date gradebook with current grades. Failing behaviors should also be noted on the monthly progress report. 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.

8. **Reporting Behaviors** -

- Academic grades will not include learner behaviors/habits of work (e.g., homework completion, attendance, late or missing assignments, participation, responsibility).
- Learner behaviors/habits of work will be measured using a school-based behavior rubric.
 - Schoolwide behavior rubrics will be clearly communicated with students and families.
- Behavior and other nonacademic measures will be reported separately in the Grade Book.
 - Elementary: Successful learner behaviors section.
- 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.