



Grading Guidelines 2024-25

Overview

In alignment with the Clark County School District (CCSD), Gibson Elementary 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. 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

We utilize the grading scale, which is an equal interval balanced scale. We report 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	4 Exceeds
1	B	80-89% Above Average	Progress	3 Meets
Approaches	C	70-79% Average	S Satisfactory	2 Approaches
	D	60-69% Below Average	Progress	1 Emergent
	F	50-59% Emergent	N Needs	
	W	Working on standards below grade level	Improvement	

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.

Infinite Campus Grade Book Category Weighting

Weighting designated for the next two school years is in alignment with CCSD requirements.

<i>Formative: Assessment for Learning (20%)</i>	<i>Summative: Assessment of Learning (80%)</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. ● 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

- 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.
- C. Educators will notify students/families of late work via Infinite Campus in a timely manner (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 (bi-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 and with the assistance of the school counselor.
 - b. Alternative methods of assessment (e.g., using personal communication rather than extended written response) will be considered based on students with needs who are under special circumstances.
 - 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. Staff may 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.

Homework

Gibson’s homework policy for first and second graders is to read a minimum of 30 minutes every school day and for third through fifth graders to read a minimum of 60 minutes every school day. Kindergarten homework is to either practice letter names, letter sounds, sight words, or read for 15 minutes each school day. According to CCSD Regulation R-6143, “Homework assignments shall take into consideration the individual need and academic abilities of the students. Routine work on skills, which have already been mastered, shall be avoided.”

If students aren’t finishing classwork and/or meeting goals, staff will coordinate with families to create a plan to complete additional work at home, in addition to reading homework.

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 Gibson’s Behavior Matrix and Rubric.
- C. 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.
- D. During RTI meetings, educators will identify students who need additional behavioral supports.
 - a. Identified students will receive supplemental behavioral intervention aligned to the school’s MTSS framework.
- E. 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. Gibson Elementary staff offers 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. CCSD 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.
- B. 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.
 - c. Students will apply new learning and demonstrate readiness for the reassessment opportunity.
- C. A student's grade will accurately reflect new learning. The current mastery level of the student will replace previous evidence.

Communication to Students and Families

- A. Weekly communication (at minimum) 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.