

BCHS Grading Policy as Prescribed by Clark County School District Regulation 5121—2022-2023

The Purpose of Grading

The purpose of grading is to communicate student achievement of current Nevada Content Area Standards to interested stakeholders (students, parents, colleges, and other institutions).

Overview

The Clark County School District 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:

1. Grading practices will be equitable and supportive of student learning.
2. 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.
3. Grades will be a measure of achievement of the NVACS/NVACS Connectors and District curriculum, thus eliminating behaviors from grades.
4. Students will have reassessment opportunities to demonstrate proficiency after reteaching has occurred.
5. Grade student performance based on clear, preset criteria shared with students in advance.

Identify your expectations for students and establish clearly defined levels of performance.

- a. Determine your level of proficiency and establish levels above and below; then define them clearly for students.
- b. Utilize rubrics.
6. Students can—and should—play key roles in assessment and grading that promote achievement - involve them.
 - a. Involved students achieve at higher levels and develop a more positive attitude about school.
 - b. Encourage student involvement through:
 - i. Assisting in the construction of the assessment.
 - ii. Keeping and monitoring their own records of progress and achievement.

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).

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Foundations of Assessing for Standards Mastery

1. Evidence of both formative and summative assessments shall be collected and recorded.
2. The purpose of formative assessments is to give reflective, thoughtful, meaningful feedback to the student and the teacher.
 - a. Formative assessments shall be used to promote success in summative assessments.
 - b. Formative assessments shall be evaluated with descriptive feedback.
 - c. Feedback of formative assessments directly helps students achieve learning goals and is a building block for summative assessments.
3. Multiple opportunities shall be offered to students to provide evidence of learning.

<i>Grades 6-12</i>	
A	90-100% Excellent
B	80-89% Above Average
C	70-79% Average
D	60-69% Below Average
F	50-59% Emergent

<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.

Weights and Categories Set-Up

Infinite Campus

Quarter Grades

Category Titles and Weights:

Formative (20%)

Summative (80%)

Not for Grade (0%)

Semester Grades

Semester Grade Weights:

Quarter 1/3: 40%

Quarter 2/4: 40%

Semester Exam: 20%

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Grading Practices

To ensure that all instructors are assessing students consistently, fairly, and authentically, the following practices must be implemented:

Number of Entries in Infinite Campus

1. Formative (20%): Instructor will input at least one formative activity into Infinite Campus per week.
2. Summative (80%): At least two summative assessments will be entered into Infinite Campus each quarter.
3. Not for Grade (0%): Ungraded formative assessments may be used in addition to show mastery of content standards.

Late and Missing Work

Boulder City High School strives to prepare our students to be College and/or Career Ready. We believe student success will be maximized by consistent daily practice and meeting required deadlines. Therefore, we encourage students to submit assignments by the due date to reduce the stress of falling behind; however, we understand that unexpected circumstances occur.

Scores will not be reduced on assignments and assessments submitted past the due date.

1. The mark “L” in Infinite Campus will be used to document an assessment that is late and has not been submitted. The mark “M” will be used in Infinite Campus when a student has exceeded the five school day late (“L”) deadline.
 - a. The mark “L” carries no weighting in the grade book. The mark “M” carries a grade of 50% in the gradebook.
 - b. Instructors will establish a due date for every formal/summative assessment. If the formal/summative assessment is not turned in by the established due date, the student will receive an “L” in Infinite Campus. After five school days, the “L” will be changed to an “M.” Once late work has been submitted, the “L” will be replaced with the score the student earned. Late work may take a different form from the original assignment and is up to the professional discretion of the instructor.
 - c. Students are allotted five additional school days after a unit of instruction is complete to submit or retake assessments. Formative or summative assessments showing no evidence by that time will keep the “M” and receive a minimum F grade of 50%.
 - d. In accordance with CCSD Policy 5121 (§Late Work B/c), the “Common Deadline” for BCHS is defined as five days after the conclusion of a unit of instruction. The length of a unit of instruction is left to the professional discretion of the instructor.
 - e. In accordance with CCSD Policy 5121 (§Late Work B/c), an “M” grade will become a permanent 50% grade after the common deadline has passed due to no evidence of work from the student.
2. Educators will notify students/families of late work via Infinite Campus within five school days of the missed due date.
 - a. Educators will clearly communicate the deadline for acceptance of late work to students.
 - b. Educators will provide students and families necessary resources to complete the assignment. Canvas will be used as the primary means for classwork information.
3. On a weekly basis, educators will generate a *Late or Missing Assignments* report within Infinite Campus to identify students with late or missing work.
 - a. Students with excessive late and missing assignments will be identified to receive supplemental academic and/or behavioral interventions aligned to the Multi-Tiered System of Support (MTSS) framework.
 - b. Instructors will consider alternative methods of assessment based on student needs.
 - c. Instructors will accommodate the needs of all students, based on individual student needs.
 - d. Instructors will ensure students’ IEP /Section 504 Plan accommodations are being implemented at all times.

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Homework

1. Instructors are not required to assign homework.
2. Homework will be used for practice or extension of learning.
3. 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

1. Academic grades will not include learner behaviors/habits of work.
2. Learner behaviors/habits of work, such as homework completion, attendance, late or missing assignments, participation, responsibility, and accountability will be measured using the Boulder City High School Citizenship Rubric.
3. Behavior and other nonacademic measures will be reported separately in the citizenship section of the grade book.
4. Educators will notify students and families via Infinite Campus gradebook within three days of unsatisfactory behavior and educators will work collaboratively with students and families to improve student behavior.
5. Educators will meet weekly to identify students who need additional behavioral support, and identified students will receive supplemental behavioral interventions aligned to the MTSS framework.
6. Cheating on an assessment is a violation of the CCSD Code of Conduct and will be recorded separately in the citizenship section of the gradebook. Students caught cheating will receive a U for the quarter citizenship grade. Students will receive a minimum F/50% on the assessment with one opportunity to reassess.

Reassessment Opportunities

1. Students not having met standards will be given opportunities to reassess to prove mastery of content standards.
2. Students having met standard (70%) will be given one opportunity to reassess per summative assessment.
3. Students will be offered reassessment and academic support opportunities before school, during school, and after school with the priority being during the school day.
4. Students will initiate the reassessment request directly with their instructor. Students must complete a reassessment reflection and develop a reasonable plan for new learning. All student reflections, opportunities for reteaching, and reassessments must be taken within five school days once the grade is posted in Infinite Campus.
5. The grade for an assessment in Infinite Campus will reflect the student's highest score earned on all attempts. There is no cap on the reassessment score, other than the score cannot exceed 100%.
6. Students must communicate with their instructor within five days of a grade being posted in Infinite Campus to schedule a time/date to reflect, relearn, and reassess a summative assessment.
7. All summative reassessments must be completed one week prior to the end of the quarter unless the summative is administered in the last week of the quarter.
8. Reassessments will be at the same level of rigor, but instructors may provide an alternative assessment format.
9. Specific assessments required by Advanced Placement (AP) may not be reassessed.
10. Reassessment opportunities will not be offered for final exams/semester exams.
11. Reassessment accommodations in IEPs and/or Section 504 plans supersede district reassessment guidelines.
12. Dual Enrollment classes will use the policies aligned with the partnering Nevada System of Higher Education institution school, department, and/or division.

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

Communication to Students and Families

1. Educators will communicate grades with the Infinite Campus gradebook. The Canvas gradebook is a tool used by instructors and students, but it is not the official gradebook. All grade results and determination of reassessments will be made based on the grade posted in Infinite Campus.
2. Educators will enter grades weekly to allow students time to improve prior to the end of the grading period.
3. Educators may use district assigned Canvas, email, newsletters, and school websites to aid in communicating the Boulder City High School Grading Policy.

Athletic Eligibility Policy

1. All student athletes will adhere to the [CCSD High School Athletic Eligibility Policy](#)
2. Educators/Students/Families must communicate to determine reasonable timelines for reassessment when situations out of the student’s control are present. Specifically, students will not be deemed ineligible if the educator is unable to attend the scheduled reassessment or did not provide opportunity for reassessment within established timelines.

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