

# BCHS Grading Policy as Prescribed by Clark County School District Regulation 5121

## 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:

- 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 reteaching has occurred.

### Guiding Practices

- A. Grade student performance based on clear, preset criteria shared with students in advance.
  - a. Identify your expectations for students and establish clearly defined levels of performance.
  - b. Determine your level of proficiency and establish levels above and below; then define them clearly for students.
  - c. Utilize rubrics.
- B. 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).

## Foundations of Assessing for Standards Mastery

- A. Evidence of both formative and summative assessments shall be collected and recorded.
- B. 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.
- C. Multiple opportunities shall be offered to students to provide evidence of learning.

<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

<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> </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> </ul>

## Weights & Categories Set-Up

### Infinite Campus

### Quarter Grades

#### Category Titles and Weights:

Formative (25%)  
 Summative (75%)  
 Not for Grade (0%)

### Semester Grades

#### Semester Grade Weights:

Quarter 1/3: 40%  
 Quarter 2/4: 40%  
 Semester Exam: 20%

## Grading Practices

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

### Number of Entries in Infinite Campus

- A. Formative (25%): One to three formative grades must be entered each week.
- B. Summative (75%): Two to five summative assessments must be entered prior to progress grade reporting each quarter. A total of four to nine summative assessments must be entered by the end of each quarter. All summative assessments must be of equal point value. (e.g., All summative assessments out of 100 points, all summative assessments out of 50 points, all assessments out of 10 points, etc.)
- C. Not for Grade (0%): Ungraded formative assessments may be used in addition to show mastery of content standards.
- D. All graded items must be common across content courses. Content groups should discuss common summative and formative assessments, prior to use, during High Impact Collaboration meetings.

### Late and Missing Work

Here at Boulder City High School, we strive 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.

- A. 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 3 day late (“L”) deadline. This will allow for a more accurate grade for students, parents and teachers in Infinite Campus.
  - a. The mark “L” will carry no weighting in the grade book. The mark “M” carries a grade of 50% in the gradebook.
  - b. Teachers 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 3 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 teacher.
  - c. All formal/summative assessments for a UNIT are DUE by the end of the unit. However, students are allotted 10 additional school days after the unit is complete to submit or retake assessments. That means any formative or summative assessment not completed, turned in, submitted or retaken by that time will keep the “M” and receive a minimum F grade of 50%.
- B. 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).
  - a. Educators will clearly communicate the deadline for acceptance of late work to students.
  - b. Educators will provide students and families resources to complete late work (e.g., a copy of the classwork, rubric, related resource material, Canvas calendar with links).
- C. 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.
  - a. These students will be identified to receive supplemental academic and/or behavioral interventions aligned to the Multi-Tiered System of Support (MTSS) framework.
  - b. Alternative methods of assessment (e.g., using personal communication rather than extended written response) should be considered based on student needs.
  - 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, or small-group administration.
  - d. Ensure students’ IEP or Section 504 Plan accommodations are being implemented across all learning environments.

## **Homework**

- A. Homework is not required.
- B. Homework should be used for practice or an extension of learning.
- C. 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**

- 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. Schoolwide behavior rubrics will be clearly communicated with students and families.
- C. Behavior and other nonacademic measures will be reported separately in the grade book.
  - a. Citizenship section.
- D. Educators will notify students and families of unsatisfactory behavior in a timely manner (e.g., within 24 hours 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.
- E. On a regular basis (e.g., weekly), educators will identify students who need additional behavioral supports.
  - a. Identified students will receive supplemental behavioral intervention aligned to the MTSS framework.

## **Reassessment Opportunities**

- A. Students must be given the opportunity to retake any summative assessment, and may be given the opportunity to retake formative assessments, in order to prove mastery of content standards.
- B. Prior to the reassessment, the teacher must provide academic support for the standard(s) being assessed.
- C. Students have 10 days to retake a summative assessment from the original test date.
- D. The grade for an assessment in Infinite Campus shall reflect the student's highest score earned of all attempts.

## **Communication to Students and Families**

- A. Weekly communication 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. Teachers shall utilize the Teacher Contact Log in Infinite Campus to document and log all contact
- D. To ensure current grades in Infinite Campus, grades must be entered weekly, allowing students time to improve prior to the end of the grading period.