

BCHS Grading Policy as Prescribed by Clark County School District Regulation 5121—2024-2025

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).

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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.

<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

- D. 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%).
- E. Secondary schools will accurately score and communicate student progress on individual assignments toward 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).
- F. 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.

<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.

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Weights & 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%

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 (20%): One to three formative grades must be entered each week.
- B. Summative (80%): 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.
- 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.

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.

- A. Scores will not be 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.

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- 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 will notify students/families of late work via Infinite Campus within three days of the missed due date.
- a. Educators will clearly communicate the deadline for acceptance of late work to students. The [Missing Work Guide for Families](#) supports clear communication with parents/guardians.
 - b. Educators will provide students and families a copy of the classwork, rubric, related resource material, Canvas and/or a calendar with links to complete the assignment.
- D. On a weekly basis, 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. Teachers will consider alternative methods of assessment based on student needs.
 - c. Teachers will accommodate the needs of all students, based on individual student needs.
 - d. Teachers will ensure students' IEP or Section 504 Plan accommodations are being implemented at all times.

Homework

- A. Homework is not required and aligns with [Policy 6143](#) and [Regulation 6143](#).
- B. Homework will be used for practice or an extension of learning.
- 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](#).
- D. 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.
- B. 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](#).
- C. Behavior and other nonacademic measures will be reported separately in the citizenship section of the grade book.
- D. Educators will notify students and families via Infinite campus gradebook, email or telephone within 72 hours of unsatisfactory behavior and educators will work collaboratively with students and families to improve student behavior.
- E. 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.
- F. Cheating on an assessment is an intolerable behavior and will be recorded separately in the citizenship section of the gradebook. Students caught cheating will receive an automatic U for the quarter citizenship grade. Students will receive a 0% on the assessment with an opportunity to reassess using an alternate assessment to show mastery of the content standards.

Reassessment Opportunities

- A. Students will be given the opportunity to reassess without exception in order to prove mastery of content standards.
- B. Boulder City HS will offer reassessment and academic support opportunities before school, during school, and after school with the priority being during the school day.
- C. Students who have demonstrated mastery (70%) can request and participate in one reassessment opportunity per each summative assessment. The grade for the reassessment in Infinite Campus will reflect the student's highest score earned of both attempts.

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- D. Students/Families will initiate the reassessment request. Students must complete a school-based reassessment reflection to develop a reasonable plan for new learning. All student reflections, opportunities for reteaching and reassessments must be taken within 10 school days once the grade is posted in Infinite Campus.
- E. The grade for an assessment in Infinite Campus will reflect the student’s highest score earned of all attempts. There is no cap on the reassessment score, other than the score cannot exceed 100%.
- F. Students must communicate with their teacher(s) within 5 days of the grade being posted in Infinite Campus to schedule a time/date to reflect, relearn, and reassess a summative assessment.
- G. All summative reassessments must be completed two weeks prior to the end of the quarter unless the summative is administered in the last two weeks of the quarter.
- H. Reassessments will be at the same level of rigor, but teachers may provide an alternative assessment format.
- I. Specific assessments required by Advanced Placement(AP) may not be reassessed.
- J. Reassessment opportunities will not be offered for final exams/semester exams.
- K. Reassessment accommodations in IEP’s and/or Section 504 plans supersede district reassessment guidelines.

Reassessment Is	Reassessment Is Not
<p>An opportunity for students to show new mastery of a skill or content honoring students learn at different rates.</p> <p>Prioritized for identified standards.</p> <p>Coupled with a timeline and new learning that addresses student deficits.</p> <p>Only for learning targets/standards students did not master.</p> <p>Using an alternate method of assessment based on student needs.</p> <p>A natural part of learning, as the curriculum spirals through the year.</p> <p>Preparing students for workplace practices where tasks must be redone until they represent acceptable quality.</p>	<p>A way for students to game the system by redoing assessments repeatedly until they are satisfied with their grade.</p> <p>Provided for every assessment on every standard.</p> <p>Retaking the test right away without any preparation or deadlines.</p> <p>Doing all parts of the assessment again.</p> <p>Taking the same test until answers have been memorized.</p> <p>Making ten different assessments for each standard.</p> <p>Making students irresponsible and unprepared for the real world.</p>

Communication to Students and Families

- A. Educators will facilitate the communication of grades via the Infinite Campus Grade Book. The Canvas gradebook is a tool utilized by teachers and students but is not the OFFICIAL gradebook. All grade results and determination of reassessments will be made based on the grade posted in Infinite Campus.
- B. Educators will enter grades weekly to allow students time to improve prior to the end of the grading period.
- C. Boulder City High School educators may utilize district assigned email, parentlink, newsletters, website and social media platforms to aid in communicating the Boulder City High School Grading Policy.

Athletic Eligibility Policy

- A. All student athletes will adhere to the [CCSD High School Athletic Eligibility Policy](#)
- B. 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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