

BCHS Grading Policy as Prescribed by Clark County School District Regulation 5121—2026-2027

Overview

CCSD is committed to student success by embodying the core values of equity, accountability, and high expectations for all students. CCSD is committed to ensuring grades are an equitable and accurate reflection of student learning through sound grading practices. [CCSD Regulation 5121](#) 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:

- Grading practices are equitable and supportive of student learning.
- Grades are based on a body of evidence aligned to the Nevada Academic Content Standards/Nevada Academic Content Standard Connectors (NVACS/NVACS Connectors) and CCSD curriculum.
- Grades are a measure of achievement of the NVACS/NVACS Connectors and CCSD curriculum, thus eliminating behaviors from grades.
- Students have reassessment opportunities to demonstrate proficiency after new learning has occurred.

Core Beliefs

- We are a champion for students! Supportive grading practices provide hope and compassion for students while demonstrating mastery of the standards. All students who are not successful on summative assessments will have the opportunity to reassess for identified grade-level standards.
- PLCs are a critical component to student success. Educators use PLCs to plan, create/evaluate assessments, and analyze student data.
- Students take ownership of their education by reflecting and engaging in additional instructional opportunities when they have unfinished learning.
- Accuracy matters. Providing students with full credit for what they know when they know it is our responsibility as educators to ensure all students succeed.

Grading Scale

All schools must utilize the grading scale, which is an equal interval balanced scale. CCSD reports student achievement to identify mastery of grade-level NVACS/NVACS Connectors and CCSD 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).

Secondary Grading Scales					
Grades 6–12				Standards-Based (Available in the future)	
A	90–100%	Excellent	4.0	4	Exceeds
B	80–89%	Above Average	3.0	3	Meets
C	70–79%	Average	2.0	2	Approaches
D	60–69%	Below Average	1.0	1	Emergent
F	50–59%	Emergent	0	0	No Evidence
P	Passing (To be used for specific courses designated by the Academic Unit)				

BCHS Grading Policy as Prescribed by Clark County School District Regulation 5121—2026-2027

- A. As indicated in CCSD Regulation 5121, secondary courses must have semester exams that are comprehensive of the material covered during the semester. Semester exams for high school credit-bearing courses, including those taken in middle school, will have a weighting of 20 percent of the semester grade. The semester exam weight for high school credit-bearing courses at the middle school level should mirror the weighting applied at the primary feeder school. Weights at high school should be consistently applied to all courses schoolwide. Semester exam scores below 50% will be adjusted to the minimum score on the CCSD grading scale (e.g., if a student earns a 32% on the semester exam, the score is adjusted to 50%). Students absent for a semester exam will receive a Missing "M" in the Grade Book until the make-up exam is completed in alignment with the school's make-up exam policy. If the exam is not made up, a Missing "M" will remain in the Grade Book.
- B. Secondary schools will accurately score and communicate student progress on individual assignments toward mastery of the standards. Assessment scores entered into the Grade Book must be based on the actual score earned (e.g., an assessment score was 35%, the score entered is 35%). 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).
- C. As indicated in CCSD Regulation 5121, *Dual Credit/Dual Enrollment* courses utilize the grading scale and policies aligned with the partnering Nevada System of Higher Education institution school, department, and/or division.

Infinite Campus Grade Book Category Weighting

- A. School leadership must establish consistent weighting for all courses. Weighting must fall within the designated ranges each school year. The weighting for courses will be reviewed annually.
 - a. Current: Formative 20 percent, Summative 80 percent
- B. Infinite Campus Grade Book categories must be clearly communicated by the school to students and families.

Formative: Assessment for Learning	Summative: Assessment of Learning
- 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 CCSD interim assessment (e.g., i-Ready Inform™).	- 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 CCSD and state cumulative assessments (e.g., SBAC, ACT, CTE, NAA, WIDA).

BCHS Grading Policy as Prescribed by Clark County School District Regulation 5121—2026-2027

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%

Missing Work (Schoolwide Policy in Alignment with CCSD Guidelines Used in Conjunction with [CCSD Regulation 5113](#))

- A. *Students are expected to adhere to deadlines for assignments/assessments. When barriers/life events occur, students are provided with additional time to complete the assignment/assessment without a reduction in their score for submissions past the due date.*
- B. The mark "M" in IC is used to document an assessment that is missing and hasn't been submitted.
 - a. The mark "M" is a score of 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 formative or summative work and/or assessment by the common established school deadline of five school days *from posting in the Grade Book*, 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. *Advanced Placement and International Baccalaureate courses may have varied expectations for missing work, based on the schoolwide grading policy.*
 - d. Procedures for scoring unsubmitted work past established deadlines must be in accordance with [CCSD Regulation 5122](#).
 - e. Guidelines for athletic eligibility for [middle schools](#) and [high schools](#) are available to support consistency across all secondary schools.
- C. Educators must notify students/families of missing work via Infinite Campus in a timely manner (within three days of the missed due date). The [Missing Work Guide for Families](#) supports clear communication with parents/guardians.
 - a. Educators must clearly communicate the deadline for the acceptance of missing work.
 - b. Educators must clearly communicate that missing work results in a 0 percent for secondary schools due to no evidence.
 - c. Educators must provide students and families with resources to complete missing 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 [CCSD Regulation 4100](#).

BCHS Grading Policy as Prescribed by Clark County School District Regulation 5121—2026-2027

- D. On a weekly basis, educators must generate a *Missing Assignments Report* within IC to identify students with excessive missing work.
 - a. Identified students receive supplemental academic and/or behavioral interventions aligned to a school's MTSS framework. *Building time/space into the schedule for this level of support to occur is recommended.*
 - b. Alternative methods of assessment (e.g., using personal communication rather than extended written response) are considered based on student needs. Review the [Reassessment Opportunities](#) section for more information on assessment methods.
 - c. Accommodate the needs of all students, based on individual student needs, such as reduced number of items, extra time to complete the task, small-group administration, and chunking tasks.
 - d. Ensure the student's IEP or Section 504 Plan accommodations are implemented across all learning environments, and new accommodations to address student behavior are considered, as appropriate.

Homework (Schoolwide Policy in Alignment with CCSD Guidelines)

- A. Educators work collaboratively with their grade-level/course team to set a common school expectation for homework.
 - a. Homework expectations must be in accordance with [CCSD Policy 6143](#) and [CCSD Regulation 6143](#).
 - b. In alignment with these expectations, homework is not required for each subject and content area.
 - 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 [CCSD Regulation 6143](#).
- B. Homework should be used for practice or an extension of learning.
- C. Completion status of homework must carry no weight in the Grade Book; progress must be reported as a learner behavior/habit of work, not as an academic grade.

Reporting Behaviors

- A. Academic grades do not include learner behaviors/habits of work (e.g., homework completion, attendance, late assignments, participation, responsibility).
- B. Learner behaviors/habits of work are measured using a school-based behavior rubric.
 - a. Refer to [Boulder City High School Citizenship Rubric](#). It is also included on last page of policy.
 - b. Schoolwide behavior rubrics are clearly communicated with students and families.
- C. Behavior and other nonacademic measures are reported separately in the citizenship section of the Grade Book.
- D. Educators notify students and families of unsatisfactory behavior in a timely manner (within three days of consistent unsatisfactory behavior).
 - a. Educators clearly communicate schoolwide behavior expectations.
 - b. Educators work collaboratively with students and families to improve student behavior.
- E. On a weekly basis, educators identify students who need additional behavioral supports.
 - a. Identified students receive supplemental behavioral intervention aligned to the school's MTSS framework.
- F. Incidents of cheating/forgery/plagiarism are addressed in alignment with the [Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct](#). Students are provided with an opportunity to demonstrate their learning to ensure accuracy in academic reporting while also receiving targeted support to improve the behavior.

BCHS Grading Policy as Prescribed by Clark County School District Regulation 5121—2026-2027

Reassessment Opportunities (Schoolwide Policy in Alignment with CCSD Guidelines)

Academic grades shall use multiple means to assess student mastery levels and include opportunities for reflection, revision, and reassessment to ensure mastery of the NVACS/NVACS Connectors and CCSD curriculum for all students. [Pacing guides](#) identify essential standards to be assessed throughout the school year. CCSD guidance for each grade level/content area is utilized to ensure consistency amongst schools.

Reassessment Is	Reassessment Is Not
• 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.	• 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.

A. Reassessment Secondary Guidelines

- a. Schools prioritize establishing reassessment opportunities during the school day for students within the identified NVACS/NVACS Connectors and CCSD curriculum.
- b. Students may reassess once per summative assessment aligned to the schoolwide timeline (see A., i.).
- c. Schools may offer reassessment opportunities before school, after school, or during the school day.
- d. The schoolwide reassessment policy must not exclude students from an opportunity to reassess due to limited transportation before or after school, participation in after-school activities, and family circumstances (e.g., after-school employment, other family responsibilities).
- e. Schools must establish a timely opportunity for reteaching and relearning and communicating expectations to students and families.
- f. Students must complete a school-based reassessment reflection to develop a reasonable plan for new learning.
- g. An alternate or abbreviated assessment at the same rigor can be administered to elicit evidence of new learning. Various assessment methods should be considered (e.g., performance assessment, personal communication, selected response, and/or written response).
- h. A student's grade should accurately reflect new learning. The current higher proficiency level of the student must replace previous evidence.
- i. Summative reassessments are limited. Summative reassessments must be completed **no later than one week** before the end of the term.
- j. Reassessment opportunities will not be offered for final exams/semester exams.
- k. Specific assessments required by Advanced Placement and International Baccalaureate may not be reassessed. *Educators will determine which assessments may be reassessed with test corrections.*
- l. Dual enrollment must utilize the grading scale and policies aligned with the partnering Nevada System of Higher Education institution school, department, and/or division.

BCHS Grading Policy as Prescribed by Clark County School District Regulation 5121—2026-2027

- m. Educators should recognize when curriculum spirals and standards are revisited throughout the term; separate reassessment opportunities may not be needed since they are already embedded in the curriculum design (e.g., revisiting genres of writing).
- n. Reassessment accommodations written in IEPs and/or Section 504 Plans supersede CCSD reassessment guidelines.

Secondary Reassessment Stakeholder Responsibilities			
Administrators	Educators	Students	Families
- Establish a schoolwide reassessment policy that aligns with CCSD Reassessment Guidelines. - Communicate the schoolwide reassessment policy to educators and families. - Provide translations of the schoolwide assessment policy, as needed. - Engage educators and families in professional learning opportunities to enhance their understanding of reassessment. - Monitor implementation of the schoolwide reassessment policy. - Provide space for discussions when facilitating the scheduling of PLCs to ensure reassessment is addressed. - Engage in conversations with educators, students, and families to support reassessment practices.	- Participate in professional learning opportunities to enhance understanding of reassessment and schoolwide reassessment policies. - Align classroom expectations based upon schoolwide expectations and communicate with students and families. - Meet with PLCs to identify students who need additional learning. - Offer reteaching opportunities to identified students by designing guided discourse and/or modeling lessons. - Reteach and reassess the standard(s), ensuring alignment, as part of Tier I core instruction if most students are not successful on a summative assessment. - Use various assessment methods aligned to the standards to capture new evidence of learning. - Replace old evidence of learning with new evidence of learning in the Grade Book in a timely manner.	- Engage in practicing classroom expectations. - Be involved in the reassessment process by actively participating in learning. - Be a reflective learner. Complete a reassessment reflection (example) after each summative assessment <i>that will be reassessed</i>. - Adhere to deadlines to ensure new learning occurs (e.g., completing aligned formative assignments) within identified schoolwide policy timelines. - Communicate with the teacher once self-reflection has occurred to schedule reassessment.	- Support the school's reassessment policy through active participation in their student's educational journey. - Regularly check grades in IC/Canvas to be aware of student progress. - Encourage the student to communicate with educators about reassessment opportunities. - Support students at home with new learning on identified standards or learning targets.

BCHS Grading Policy as Prescribed by Clark County School District Regulation 5121—2026-2027

Communication to Students and Families

- A. Weekly communication regarding student progress is a vital component to ensure 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 must be current, allowing students time to reflect on and improve their grade prior to the end of the marking period.
 - D. The [CCSD Grading Reform website](#) and [Back-to-School Toolkit](#) are great resources for collaborative conversations with the school community.
 - E. The [Assessment Literacy Framework](#) provides educators with deep knowledge regarding sound assessment practices to facilitate supportive, productive conversations with students and families.
-

Citizenship and College & Career Readiness Rubric

This rubric serves as a comprehensive guide for assigning citizenship marks, evaluating traits essential for success in post-secondary education and professional environments. Citizenship grades are reported separately from academic grades to provide a clear picture of a student's non-academic learner behaviors and habits of work.

Mark Definitions

Mark	Performance Level	General Description
O	Outstanding	Student almost always exhibits traits necessary for success.
S	Satisfactory	Student consistently exhibits traits necessary for success.
N	Needs Improvement	Student occasionally exhibits necessary traits; requires growth.
U	Unsatisfactory	Student rarely exhibits traits; lacks engagement or motivation.

BCHS Grading Policy as Prescribed by Clark County School District Regulation 5121—2026-2027

Evaluation Criteria

Category	O (Outstanding)	S (Satisfactory)	N/U
Work Ethic	≤ 3 abs*; ≤ 2 tardies; always meets deadlines.	≤ 9 abs*; ≤ 3 tardies; works to best of ability.	≥ 10 abs*; > 3 tardies; inconsistent deadlines.
Communication	Respectful across all mediums.	Respectful with staff and peers.	Rarely communicates respectfully.
Collaboration	Effectively contributes and uses feedback.	Shares ideas; accepts staff feedback.	Rarely contributes or accepts feedback.
Grit	Self-motivated; solves problems independently.	Interested in learning; takes on challenges.	Lacks motivation; quits easily.