



Virgin Valley High School Grading Policy

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Overview

Virgin Valley High School (VVHS) is committed to student success by embodying the core values of equity, accountability, and high expectations for all students. VVHS 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 new learning has occurred.

Grading Scale

VVHS Grading Scales			
Traditional Grading Scale		Standards Based Grading Scale	
A	90-100%	Excellent	4.0
B	80-89%	Above Average	3.0
C	70-79%	Average	2.0
D	60-69%	Below Average	1.0
F	50-59%	Emergent	0
P	Passing (To be used for specific courses designated by the Academic Unit)		
A	3.5 - 4.0	Exceeds	4
B	2.5 - 3.49	Meets	3
C	1.5 - 2.49	Approaches	2
D	1.0 - 1.49	Emergent	1
F	0.0 - 0.9	No Evidence	0
P	Passing (To be used for specific courses designated by the Academic Unit)		

Infinite Campus Grade Book Category Weighting

- A. Formative 0-10%, Summative 90-100%
- B. Infinite Campus Grade Book categories will be clearly communicated by the school to students and families.

Formative: Assessment for Learning	Summative: Assessment of Learning
<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, homework). • 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).

- C. Semester exam scores will be entered at the percentage or score toward meeting the standards. (If a student earns a 32% on the semester exam, the score is applied without adjusting to the minimum score on the equitable grading scale of F or 50%).
- D. Final semester grade must reflect the equitable grading scale of 50% or higher.
- 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.

Late Work

- A. Scores will not be reduced on assignments and assessments submitted past the due date.
 - a. Exceptions being college related courses.
- B. Educators will update grades in Infinite Campus weekly.
 - a. Teachers using Standards Based Grading will have fewer entries in Infinite Campus as only summative standard assessments (tests, quizzes, exams, essays) will be entered into the gradebook.
 - b. Anything that counts as a grade will be recorded in Infinite Campus.
- C. Educators will clearly communicate the deadline for late work to be submitted.
 - a. Students will have a maximum of 2 weeks to turn in late work.
 - i. Exceptions to this are CTE, Intervention, AP, and Dual Credit courses.
- D. Educators will clearly communicate that late work not submitted by the common deadline established by the school will result in a score of 0 percent due to no evidence.
 - a. This work will be marked as “M”(for missing) until the 2 week deadline.
 - b. Once the assignment 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.
 - c. If a student does not submit the missing assignment before the 2 week deadline, there is no further action, keeping the “M” in the Grade Book.
- E. Late work and reassessments will not be accepted during the last week of the quarter/semester.
- F. Educators will 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.
- G. Educators will notify families in a timely manner , through Infinite Campus, “In Danger of Failing” and “Failing” notices due to missing or failing assignments and/or assessments.

Homework

- A. Educators will work collaboratively with their grade-level/course team to set a common school expectation for homework.
- 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.
- D. Homework expectations are in accordance with [Policy 6143](#) and [Regulation 6143](#).

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 elementary and secondary exemplar rubrics.
 - b. 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. Elementary: Successful learner behaviors section.
 - b. Secondary: Citizenship section.
- D. 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.
- 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 school’s MTSS framework.
- F. 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

As the district moves towards Standards Based Grading, grades are a reflection of students’ mastery of standards (skills and content). This shift allows students opportunities to show new learning through reassessment of standards.

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.

- A. Every student gets an opportunity to reassess at least once, if they go through the process.
 - a. Once a student has achieved an A, the teacher does not have to allow another reassessment.
 - b. Teachers will allow students who cannot reassess before or after school to reassess during class.
- B. Students must fill out the application form, which includes a reflection of a previous attempt, for reassessment.
 - a. Students must contact the teacher and complete a request for reassessment within two weeks following the date the initial assessment was given.
 - b. All teachers will have an application available.
 - c. Teachers can set their own application deadlines.
- C. Teachers can set their window for reassessment
 - a. Maximum is four weeks.
 - b. During the last week of the quarter there will be no reassessment.

- c. Students must take the first attempt of an assessment within two weeks of the original assessment date to guarantee a reassessment opportunity.
- D. New evidence of learning, and a reflection, must be shown somehow before reassessing is allowed.
 - a. Can provide possible options:
 - i. Notes
 - ii. Corrections
 - iii. Discussion with teacher
 - iv. Complete the assigned practice
 - v. Watch a video and take notes
 - vi. Etc.
- E. When possible, reassessments will be specifically targeted for the standards missed, not a complete retest.
- F. CTE, AP, and CSN classes adhere to their specific rules as needed.