



CLARK COUNTY SCHOOL DISTRICT

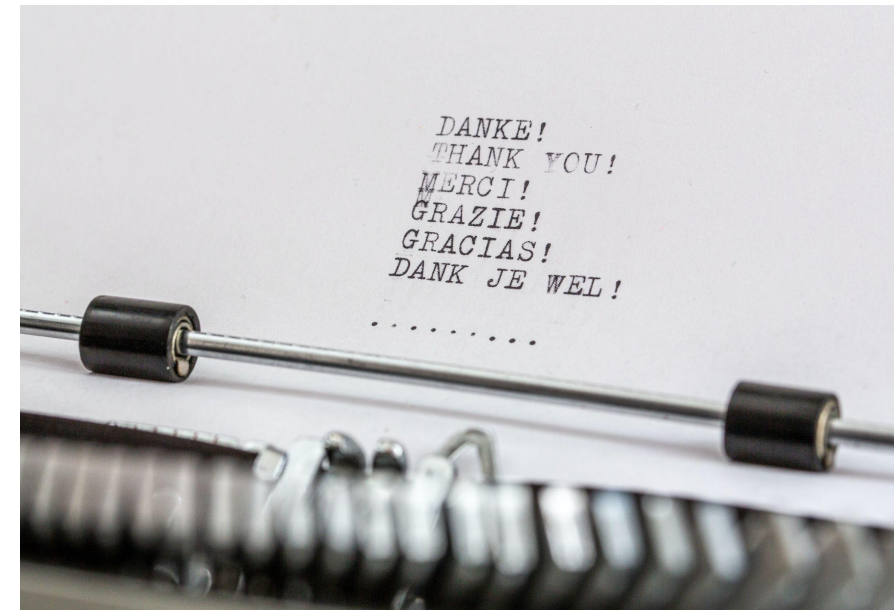
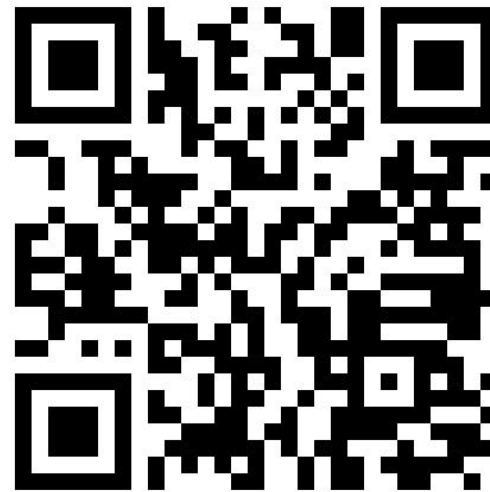
PATHWAY FOR SUCCESS

Elizondo ES

January 2023
Community Meeting



Thank you for taking an active
role in your child's educational
journey.



GOALS

- Understand the shifts in classroom instruction and how student progress is communicated.
- Promote student success through equitable grading by exploring priorities in Regulation 5121, Student Progress: Grading (Grades Kindergarten through Twelve).
- Schoolwide Grading Policy



WHY THE SHIFT?

- Standards and expectations have changed.
- Opportunities for all students to succeed.
- Accurate communication to families and students is required for success.
- Support from our school community is critical.



PRIORITY AREAS

- Implement an equal (balanced) grading scale.
- Remove behavior from the grading process.
- Implement a consistent reassessment policy to include opportunities for reflection, revision, and reassessment in order to ensure mastery of the Nevada Academic Content Standards (NVACS) and District curriculum for all students.
- Implement consistent weighting and categories in the Infinite Campus Grade Book for recording formative and summative assessments.



IMPLEMENT AN EQUAL (BALANCED) GRADING SCALE

<i>Elementary Grading Scales</i>				
<i>Kindergarten</i>	<i>Grades 1–5</i>			<i>Standards-Based</i>
2 Meets 1 Approaches	A 90–100% B 80–89% C 70–79% D 60–69% F 50–59% W Working on standards below grade level	Excellent Above Average Average Below Average Emergent	E Exceptional Progress S Satisfactory Progress N Needs Improvement	4 Exceeds 3 Meets 2 Approaches 1 Emergent

- Provides equity and accuracy in grade calculations.
- Equal interval scale reporting achievement from 50–100 percent.

REMOVE BEHAVIOR FROM THE GRADING PROCESS

- Academic performance will be the only factor included in student grades.
- Students will no longer be penalized through the academic grade for late work submitted within the established guidelines, participation, responsibility, etc.
- Behaviors will be reported separately as a successful learner behavior or citizenship grade.

Citizenship grades reflect class behavior, responsibility, cooperation, ability to work with peers, following the Fertitta 15 principles, and overall attitudes. Begin by reviewing the criteria for Outstanding Citizenship. To earn an 'O,' the student must meet the criteria for that level. If not, they move to the satisfactory level. Again, in order to earn an 'S,' the student must meet the criteria for that level. Continue for 'N,' and 'U.' Below is the school wide citizenship rubric used to determine student behavior and performance.

FERTITTA MIDDLE SCHOOL CITIZENSHIP RUBRIC

	Unsatisfactory	Needs Improvement	Satisfactory	Outstanding
Follows the Fertitta Fifteen	The student has difficulty following the Fertitta Fifteen redirection.	The student follows the Fertitta Fifteen occasionally.	The student follows the Fertitta Fifteen.	The student follows the Fertitta Fifteen, registers it as being significant, and models for others.
Follows Classroom Rules	The student has difficulty following classroom rules without continuous redirection.	The student needs occasional reminders of classroom rules.	The student follows classroom rules.	The student follows classroom rules consistently and models for others.
Follows Directions	The student has difficulty following directions daily and needs continuous redirection.	The student follows directions after reminders are given or a consequence is stated for not choosing to follow directions.	The student follows directions without redirection from the teacher.	The student consistently follows directions without redirection from the teacher and assists others with directions.
Accepts Responsibility	The student has difficulty accepting responsibility and needs continuous redirection.	The student needs to be occasionally reminded of his/her responsibility.	The student accepts responsibility with minimal reminders from the teacher.	The student consistently accepts responsibility without any reminders from the teacher.
Works Independently	The student has a difficult time staying on task without constant supervision.	The student can work independently with occasional redirection.	The student works independently.	The student works independently with ease and determination. The student demonstrates strong focusing skills.
Works Cooperatively	The student takes over and does all the work without others' input or is not an active participant in the group.	The student willingly participates in the group and needs only occasional assistance from the teacher regarding appropriate group behavior.	The student is an active participant in the group and completes tasks assigned in a cooperative manner.	The student is consistently an active participant in the group, completes tasks assigned in a cooperative manner, and engages others.

REMOVE BEHAVIOR FROM THE GRADING PROCESS AT Elizondo ES

- Late Work Policy

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IMPLEMENT A CONSISTENT REASSESSMENT POLICY

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.

- Include opportunities for reflection, revision, and reassessment in order to ensure mastery of the NVACS and District curriculum for all students.

REASSESSMENT POLICY AT Elizondo ES

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CONSISTENT WEIGHTING AND CATEGORIES

Recording Formative and Summative Assessments

2021–2022:

- Formative 0–25 percent
- Summative 75–100 percent

2022–2023:

- Formative 0–20 percent
- Summative 80–100 percent

2023–2024:

- Formative 0–20 percent
- Summative 80–100 percent



Low Stakes = Practice



High Stakes = Game Day

WEIGHTING AND CATEGORIES AT Elizondo ES

Recording Formative and Summative Assessments

2021–2022:

- Formative 30 percent
- Summative 70 percent

2022–2023:

- Formative 20 percent
- Summative 80 percent

2023–2024:

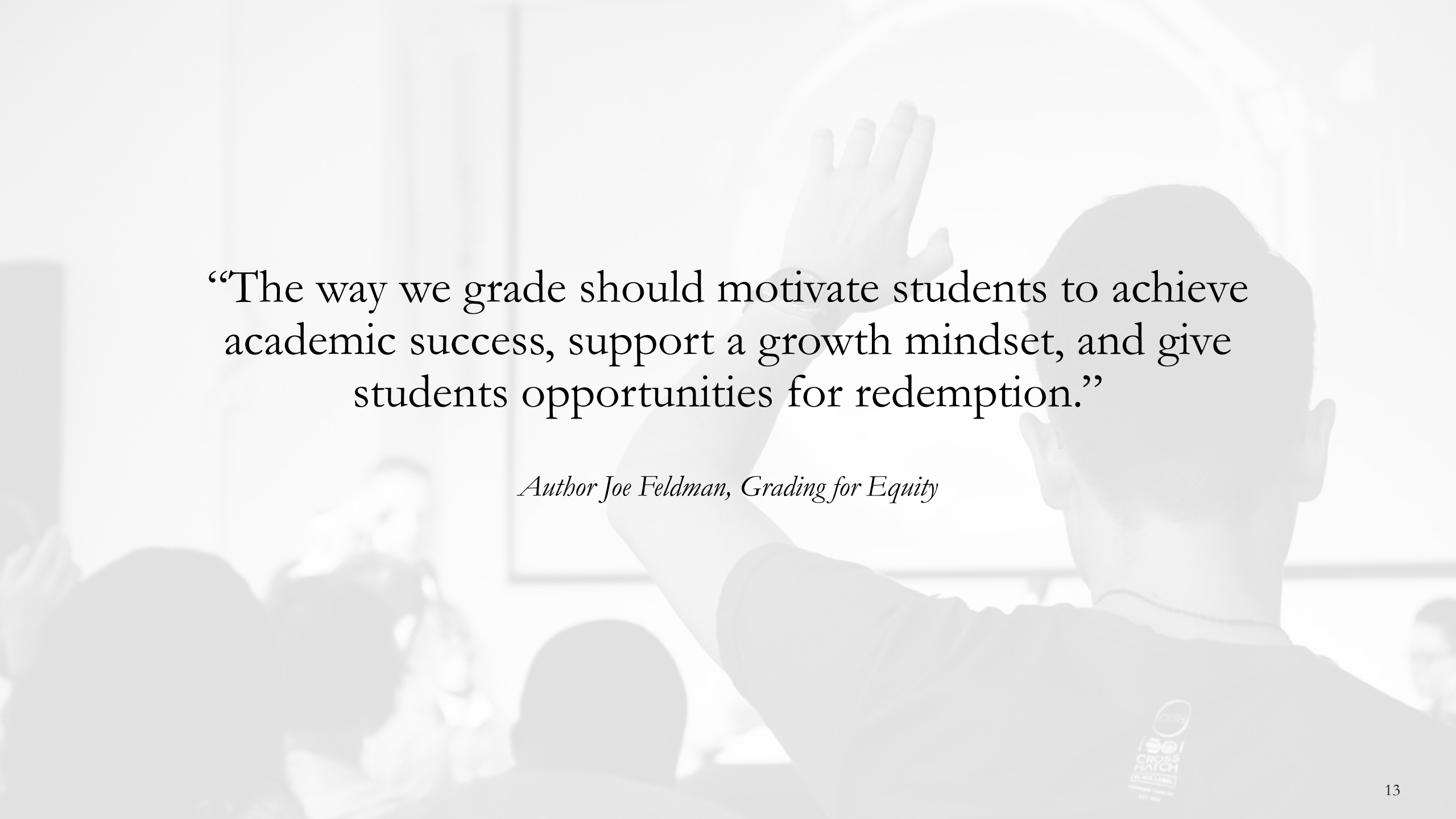
- Formative 10 percent
- Summative 90 percent



Low Stakes = Practice



High Stakes = Game Day



“The way we grade should motivate students to achieve academic success, support a growth mindset, and give students opportunities for redemption.”

Author Joe Feldman, Grading for Equity

Questions?





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