



Overview

Batterman ES is committed to student success by embodying the core values of equity, accountability, and high expectations for all students. The School is committed to ensuring grades are an equitable and accurate reflection of student learning through sound grading practices. [District 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.

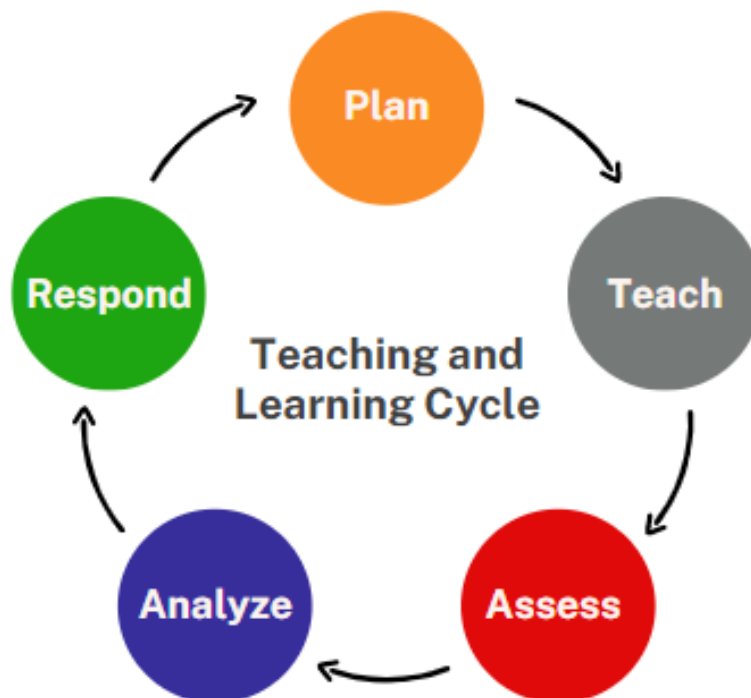
Mindset

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 District curriculum.
- Grades are a measure of achievement of the NVACS/NVACS Connectors and District curriculum, thus eliminating behaviors from grades.
- Students have reassessment opportunities to demonstrate proficiency after new learning has occurred.

Core Beliefs

- Batterman ES staff 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.
- Professional Learning Communities (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.



The Batterman ES Grading Guidelines align with effective implementation of the Teaching and Learning cycle.

Grading Scale

Batterman ES 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).

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

A. W Guidelines

Due to circumstances beyond students' control, students with challenges (e.g., students with disabilities who are working on below grade-level standard Individualized Education Program (IEP) goals, newcomers, students living in transitional situations due to homelessness or being in foster care) may receive a W on the report card.

- Students who are identified as English language learners, and are considered newcomers (students with less than two years in the District and with a WIDA overall score of 1.9 or below) may be considered for a W only for the first semester of enrollment in the District.
- Special considerations apply to students experiencing homelessness. Use of the W is intended to acknowledge that students experiencing homelessness and those in foster care often have long-term academic impacts due to transitional living situations. Batterman staff will contact the Title I Hope Office at (702) 855-3850 for additional guidance as necessary.
- W may be used for students working on a functional curriculum.
- W may be used for students whose cognitive abilities limit their participation in the general education curriculum even with supports, accommodations, and modifications.
- Teachers must make individual determinations on the use of the W for each student and provide evidence to support this designation. Program placement is not a determining factor.
- Principal must approve** the use of the W for each student.
- Report card comments must include a statement** to express that the student is working on below grade-level standards and parents/guardians should refer to the IEP progress report for details about student progress.

Infinite Campus Grade Book Category Weighting

A. Weighting will fall within the designated ranges each school year.

- Formative 10%, Summative 90%**

B. Infinite Campus Grade Book categories will be clearly communicated by the Batterman ES 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 the District interim assessment (e.g., MAP Growth).	- 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). - Excludes District and state cumulative assessments (e.g., SBAC, NAA, WIDA).

Missing Work (Schoolwide Policy in Alignment with District Guidelines Used in Conjunction with Regulation 5113)

- A. Scores are not 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.
- The mark “M” is a score of 50 percent for elementary schools, communicating the lowest possible grade.
 - 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 **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.
- d. Procedures for scoring unsubmitted work past established deadlines must be in accordance with Regulation 5122.
- C. Educators must notify students/families of missing work via Infinite Campus in a timely manner (e.g., **within three days of the missed due date**). The [Missing Work Guide for Families](#) supports clear communication with parents/guardians.
- Educators must clearly communicate the Five School Day deadline for the acceptance of missing work.
 - Educators must clearly communicate that missing work results in a 50 percent for elementary schools due to no evidence.
 - Educators must provide students and families with resources to complete missing work (e.g., a copy of the classwork, rubric, related resource material).
 - Additional communication (e.g., a cellular phone, approved electronic systems) may be used in accordance with [Regulation 4100](#).
- D. On a regular basis (e.g., weekly), educators must generate a **Missing Assignments Report** within Infinite Campus to identify students with excessive missing work.
- Identified students receive supplemental academic and/or behavioral interventions aligned to a school’s Multi-Tiered System of Supports (MTSS) framework.
 - 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.
 - 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. Visit the [Instructional Strategies For Diverse Learners](#) for additional strategies to equip all students with tools to be successful throughout the learning process.
 - 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.
 - For more information on how to generate this report, visit the [Infinite Campus Best Practice in Grading FAQ](#).

Homework (Schoolwide Policy in Alignment with District Guidelines)

- A. Batterman staff will work collaboratively with their grade-level to set a common school expectation for homework.
- Homework expectations will be in accordance with [Policy 6143](#) and [Regulation 6143](#).
 - In alignment with these expectations, homework will not be required for each subject and content area.
 - Educators will consider the actual time it takes for students to complete homework rather than their estimation of what can be completed. Refer to [Regulation 6143](#).
- B. Homework will be used for practice or an extension of learning.
- C. Completion status of homework will 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 (See [Appendix A](#))

- 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 ([See Appendix A](#)).
- Schoolwide behavior rubrics will be clearly communicated with students and families.
- C. Behavior and other nonacademic measures will be reported in the Successful Learner Behaviors section of the

Grade Book.

- D. Batterman staff will notify students and families of unsatisfactory behavior within three days of consistent unsatisfactory behavior.
- Batterman staff will clearly communicate schoolwide behavior expectations.
 - Batterman staff will work collaboratively with students and families to improve student behavior.
- E. On a weekly basis, educators will identify students who need additional behavioral supports.
- Weekly MTSS meetings will identify students in need of supplemental behavioral intervention.
- F. Incidences of cheating/forgery/plagiarism are addressed in alignment with the [CCSD Pre-Kindergarten–12 Student Code of Conduct](#). Students will be provided an opportunity to demonstrate their learning to ensure accuracy in academic reporting while also receiving targeted support to improve the behavior.

Reassessment Opportunities (Schoolwide Policy in Alignment with District 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 District curriculum for all students. [Pacing guides](#) identify essential standards to be assessed throughout the school year. District 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.

Reassessment Guidelines

Revised
04/12/2024

- Students will have FIVE (5) school days from the issuance of a grade to request a redo excluding the final two (2) weeks prior to the end of the semester
- Redo assessments/assignments will be completed and submitted within **THREE (3)** school days from the issuance of a grade excluding the final two (2) weeks prior to the end of the semester
- Students who have not met standards may redo assessments/assignments **TWICE (2)** after the initial grade excluding the final two (2) weeks prior to the end of the semester
- Students who have met standards may redo assessments/assignments **ONCE (1)** excluding the final two (2) weeks prior to the end of the semester
- An alternate or abbreviated assessment at the same rigor can be administered to elicit evidence of new learning. Various assessment methods are considered (e.g., performance assessment, personal communication, selected response, and/or written response).
- A student's grade must accurately reflect new learning. The current higher proficiency level of the student replaces previous evidence.
- Summative reassessments are limited. Summative reassessments must be completed no later than two weeks prior to the end of the term unless the summative is administered in the last two weeks of the term.
- Batterman Staff will recognize when curriculum spirals and standards are revisited throughout the year; separate reassessment opportunities may not be needed since they are already embedded in the curriculum design (e.g., Kindergarten foundational skills).
- Reassessment accommodations in IEPs and/or Section 504 Plans supersede District reassessment guidelines.

	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
Kindergarten	2 Meets	1 Does Not Meet
Grades 1–5	A 90–100% Excellent B 80–89% Above Average C 70–79% Average	D 60–69% Below Average F 50–59% Emergent
	E Exceptional Progress S Satisfactory Progress	N Needs Improvement
	4 Exceeds 3 Meets	2 Approaches 1 Emergent

Batterman Elementary School Reassessment Stakeholder Responsibilities			
Administrators	Educators	Students	Families
- Establish a schoolwide reassessment policy that aligns with the District 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 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 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 the student may want to reassess. - Optional: Communicate reassessment request to the teacher (example). - Advocate for an opportunity to demonstrate additional learning by retaking assessments for identified grade-level standards. - Actively participate in additional learning opportunities (e.g., completing aligned formative assignments) and self-reflect on progress to ensure new learning has taken place before reassessment.	- Support the school's reassessment policy through active participation in the student's educational journey. - Regularly check grades in Infinite Campus/Canvas to be aware of student progress. - Communicate with educators about reassessment opportunities for skills a student has not mastered. - Assist students at home with new learning on identified standards or learning targets.

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 are 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.*

Revisions

Revision Date	Nature of Revision	Page Number
April 2023	Homework and Reporting Procedures Developed and Added	3-4
July 2023	Missing Work Adjusted as per CCSD/Region Guidance on 7/28/23	3
July 2023	Reassessment Guidelines Adjusted as per CCSD/Region Guidance on 7/28/23	5
March 2024	Communication to Students and Families Updated on 3/19/24	7
April 2024	Updated Missing/Late Work and Reassessment Guidelines	3-4
March 2025	Staff Input on Citizen Rubric and 2025-26 Grading Guidelines	
March 2025	Updated Dates	
March 2025	Communication to Students and Families on 3/13/25	1

APPENDIX A
Batterman ES Citizen Rubric

	Exceptional Progress	Satisfactory Progress	Need Improvement
Observes School Rules	The student consistently follows school rules and models for others.	The student adequately follows school rules.	The student has difficulty following school rules without continuous redirection.
Follow Classroom Rules	The student consistently follows classroom rules and models for others.	The student adequately follows classroom rules.	The student has difficulty following classroom rules without continuous redirection.
Follows Directions	The student consistently follows directions without redirection from the teacher and assists others with directions.	The student consistently follows directions without redirection.	The student has difficulty following directions and needs continuous redirection.
Accepts Responsibility	The student consistently, and independently, accepts responsibility.	The student adequately accepts responsibility.	The student has difficulty accepting responsibility.
Works Independently	The student consistently works independently and perseveres through difficult tasks.	The student works independently.	The student has difficulty working independently and/or staying on task without constant supervision.
Works Cooperatively	The student consistently works cooperatively in a variety of group settings and is able to engage in a productive and respectful manner.	The student generally works cooperatively with others and is able to engage in a productive and respectful manner.	The student has difficulty working cooperatively with others and/or does not actively participate in the group.
Completes and Returns Homework on Time	The student consistently completes and returns all homework assignments on time.	The student has completed the majority of their homework assignments and/or typically turns homework in on time	The student does not submit the majority of the homework assignments and/or does not submit homework on time.
Quality of Work	The quality of student work is exceptional.	The quality of student work is satisfactory.	The quality of student work needs improvement.