



Woolley ES Schoolwide Grading Policy

25/26 School Year

Clark County School District (CCSD) Grading Reform Guidelines CCSD Grading Policy Checklist

Grading: 1st-5th Grades

Grading Reform is currently being implemented in CCSD. Frequent updates and opportunities to give input on grading practices will be ongoing throughout the year.

The CCSD Elementary Division follows CCSD [Regulation 5121](#) and uses these grades for basic skill subjects in Grades 1-5, showing accomplishment relative to other students at the assigned grade level.

<i>Elementary Grading Scales</i>				
<i>Kindergarten</i>	<i>Grades 1–5</i>		<i>Specials</i>	<i>Standards-Based</i>
2 Meets	A	90–100% Excellent	E Exceptional Progress (90% of the time or higher)	4 Exceeds
1 Approaches	B	80–89% Above Average	S Satisfactory Progress (70%-89% of the time)	3 Meets
	C	70–79% Average	N Needs Improvement (0%-69% of the time)	2 Approaches
	D	60–69% Below Average		1 Emergent
	F	50–59% Emergent		
	W	Working on standards below grade level		
	X	Not presently being evaluated		

*Woolley Elementary utilizes the Standards-Based Grading Scale.

A grade of “F,” “N,” or “1” may not be given on the report card unless the parent is notified in advance (CCF-772-Unsatisfactory Notice).

Infinite Campus is the school’s computer based system that allows parents access to their child’s grades through the Parent Portal. Grades are shown in “real time” and are available as soon as they are entered into the system. Unsatisfactory notices are sent home at the midpoint of each grading period, on 10/10/25 and 03/13/26. Report cards will be issued twice a year on 12/19/25 and 05/22/26.

 [Elementary and Secondary Unsatisfactory Progress Notice_TM.pdf](#)

Grading: Kindergarten

Grading for Kindergarten students is different from grading for 1st-5th grade students. Kindergarten students receive grades of a “1” or a “2.” A “1” indicates that a student is approaching mastery of a standard, and a “2” indicates that a student has met the standard.

Category Weighting

- Formative: 0%
- Summative: 100%

Missing Work

- A. Woolley ES' Schoolwide Policy is in alignment with District guidelines, in conjunction with CCSD [Regulation 5113](#).
- B. Scores on assignments and/or assessments will not be reduced past the due date.
- The mark "M" in Infinite Campus is used to document an assessment that is missing and has not been submitted.
 - The mark "M" reflects a score of 50 percent for elementary schools in the Grade Book, communicating the lowest possible grade.
 - Once the missing work is submitted, the "M" is replaced with a score reflecting the student's academic performance. The "L" late flag is added to the assignment to reflect student behavior, separate from the academic grade.
 - If a student does not submit the missing work by the school's established deadline (minimum of five school days), and the teacher is unsuccessful in eliciting evidence of the student's learning, no further action from the educator will occur, and the "M" will remain in the Grade Book.
 - Procedures for scoring unsubmitted work past established deadlines will be in accordance with CCSD [Regulation 5122](#).
- C. Teachers will notify students/families of late work via Infinite Campus/Class Dojo, and/or other means, within three days of the missed due date.
- Teachers will clearly communicate the deadline for the acceptance of late work and that missing work not submitted by the school's five day deadline, resulting in 50 percent being recorded due to no evidence.
 - Teachers will provide students and families with resources to complete missing work (e.g., a copy of the classwork, rubric, related resource material).
 - Additional forms of communication to include cellular phones and/or approved electronic systems may be used in accordance with [Regulation 4100](#).
 - <https://bit.ly/LateWorkGuide>
- 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 will 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.
 - The school will 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.

- The school will ensure that the student’s IEP or Section 504 Plan accommodations are implemented across all learning environments, and that 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](#).

Reassessment Policy

Academic grades will utilize 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 among schools.

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. • A prioritization for identified standards. • A timeline coupled with new learning that addresses student deficits. • Learning targets/standards students did not master. • An alternate method of assessment based on student needs. • A natural part of learning, as the curriculum spirals through the year. • A process of preparing students for workplace practices where tasks must be redone until they represent acceptable quality. 	<ul style="list-style-type: none"> • Providing students with a way 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 Elementary Guidelines

- Schools must establish reassessment opportunities for **students who have not met standards** within the identified NVACS/NVACS Connectors and District curriculum, establish a timely opportunity for reteaching and relearning, and communicate expectations to students and families. Students who have not mastered standards may reassess a minimum of once per summative assessment aligned to the schoolwide timeline (see A., e.).
- Students **who have met standards** within the identified NVACS/NVACS Connectors and District curriculum may request a reassessment opportunity. Schools will put a plan in place to support these requests. Students and families may request and participate in a reassessment opportunity in a timely manner (based on the schoolwide policy) after receiving assessment results to collaboratively develop a plan for new learning.

	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
Kindergarten	2 Meets	1 Does Not Meet
Grades 1–5	E Exceptional Progress S Satisfactory Progress	N Needs Improvement
	4 Exceeds 3 Meets	2 Approaches 1 Emergent

- c. 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).
- d. A student's grade must accurately reflect new learning. The current higher proficiency level of the student replaces previous evidence.
- e. 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.
- f. Educators should 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).
- g. Reassessment accommodations in IEPs and/or Section 504 Plans supersede District reassessment guidelines.

Elementary School Reassessment Stakeholder Responsibilities			
Administrators	Educators	Students	Families
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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.

The school will provide reassessment opportunities for students who have not met standards within the identified NVACS/NVACS Connectors and District curriculum, offer timely opportunities for reteaching and relearning, and clearly communicate expectations to students and families.

Students who have met standards within the identified NVACS/NVACS Connectors and District curriculum will be allowed reassessment opportunities. Students and families may request and participate in reassessment opportunities within the school's five day policy after receiving assessment results to collaboratively develop a plan for new learning.

The student's grade will accurately reflect new learning, and the current higher proficiency level of the student replaces previous evidence.

Summative reassessments will be limited and will be completed no later than two weeks prior to the end of the term unless the summative assessment is administered in the last two weeks of the term.

Since teachers recognize when curriculum spirals and standards are revisited throughout the year, separate reassessment opportunities may not be needed since such assessments are already embedded in the curriculum design.

Reassessment accommodations in IEPs and/or Section 504 Plans will supersede District reassessment guidelines.

Homework

- Educators work collaboratively with their grade-level team to set a common school expectation for homework.
- Homework expectations must be in accordance with CCSD [Policy 6143](#) and CCSD [Regulation 6143](#).
- In alignment with these expectations, homework is not required for each subject and content area.
- Educators must consider the actual time it takes for students to complete homework rather than estimate what can be completed. Refer to CCSD [Regulation 6143](#).
- Homework should be used for practice or as an extension of learning.
- 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.
- Teachers are encouraged to assign reading practice and project based assignments.

Learner Behaviors

- Behavior and other nonacademic measures are reported separately in the Grade Book. See the following link for information on the learner behavior.

 [Elementary Learner Behavior Matrix and Rubric](#)

Communication with Parents/Guardians/Families

Regular Communication

- a. Woolley ES believes that weekly communication regarding student progress is a vital component to ensure students receive the support needed to be successful.
- b. Woolley ES will communicate grades via the Infinite Campus Grade Book and will be done in accordance with [Regulation 5122](#).
- c. Scores and grades entered in the Grade Book will be current, allowing students time to reflect on and improve their grade prior to the end of the marking period.
- d. Woolley ES will promote the [CCSD Grading Reform Website](#) and [Back-to-School Toolkit](#) as great resources for collaborative conversations with the school community.
- e. Woolley ES will utilize the [Assessment Literacy Framework](#) to provide educators with a deep knowledge regarding sound assessment practices to facilitate supportive, productive conversations with students and their families.

- **Unsatisfactory Reports (Unsat)**

Woolley ES will comply with [CCSD Regulation 5122](#), requiring teachers to advise parents of student progress and post to the parent/guardian portal a progress report every 3 to 4 weeks. A grade of 1 or N will not be given unless a previous notice of unsatisfactory progress has been provided for the reporting period.

- **Monthly Reporting Requirements Through IC (progress reports)**

Woolley ES will comply with [CCSD Regulation 5122](#), requiring teachers to advise parents of student progress and post to the parent/guardian portal a progress report every 3 to 4 weeks.

- **Report Cards**

Woolley ES will comply with [CCSD Regulation 5122](#), requiring that report cards be issued on a semester (18 weeks) basis to help parents understand the achievement of their student in the school's program. Report cards will be issued on dates designated by the District's Instruction Unit. A semester report card will be issued for any student who has been enrolled three weeks or more in a semester.

Go to Gwendolyn Woolley Elementary School's website to access links for all above referenced documents.