

## GRADING

The Douglas County School District is committed to providing fair, accurate, specific, and timely feedback in order to identify student areas of strength and needs of improvement to ensure successful completion of all courses and ultimately success in college and career. Therefore, all grading practices in Douglas County schools will adhere to the following:

Valid	<ul style="list-style-type: none"><li>• Grades are based on student evidence of learning focused on and directly aligned to Nevada Academic Content Standards or national standards such as The College Board Advanced Placement and the associated learning targets.</li><li>• Grades give students timely feedback to remediate and reassess their knowledge and skills.</li><li>• Students are provided multiple opportunities and/or different methods to demonstrate mastery.</li><li>• Behavior is addressed outside of the academic gradebook.</li></ul>
Reliable	<ul style="list-style-type: none"><li>• Grades for similar products and or performance demonstrations are consistent across classrooms of like courses in the district.</li><li>• Teachers work collaboratively to establish inter-rater reliability by focusing on effective and accurate grading practices and vertically aligning curriculum.</li><li>• Departments or teachers of like classes will work collaboratively to establish grading categories in the student information system (SIS).</li></ul>
Impartial	<ul style="list-style-type: none"><li>• Grades are based only on what students know and can do. No non-curricular or extra credit shall be awarded.</li></ul>
Understandable	<ul style="list-style-type: none"><li>• Grades convey what the student knows and is able to do.</li><li>• Teachers and school leaders ensure that students, parents, subsequent teachers, counselors and other stakeholders understand what student grades reflect in terms of the student's next learning steps.</li><li>• Grades are updated as evidence of learning is evaluated to provide timely and specific feedback regarding the student's progress based on teacher assessment tied to the curriculum and/or standards.</li></ul>

In DCSD, the purpose of the report card is to communicate a student’s level of proficiency across all content areas to students, parents, and other stakeholders on a quarterly basis. Additionally, the report card communicates student work ethic and citizenship.

**GRADING (Grades Kindergarten – 5<sup>th</sup>)** The Douglas County School District reports student achievement in terms of:

1. Characteristics of Successful Students – Social Skills and Work

Habits

M – Meets Expectations

I – Inconsistent and/or Improving

N - Needs Improvement

2. Performance on Grade Level Standards – Reading, Writing, Speaking, Listening, Mathematics, Science, Social Studies, and Computer Science

3 = meets standard independently

2 = does not meet standard independently; approaching/developing with support

1 = does not meet standard independently; working on foundational skills and knowledge

**GRADING (Grades 6-12)** The Douglas County School District reports student achievement in terms of:

Course Point Range	Grade	Value	Honors Course/Dual Credit Transferable to a 2-year Institution	Jump Start/AP Course/Dual Credit Transferable to a 4-year Institution (not remedial)
90.0-100	A	4.0	4.025	4.050
80.0-89.99	B	3.0	3.025	3.050
70.0-79.99	C	2.0	2.025	2.050
60.0-69.99	D	1.0	1.025	1.050
Below 60	F	0.0	0.0	0.0

The cumulative Grade Point Average (GPA) is calculated by averaging the grade points for each senior at the conclusion of their eighth semester. The eighth semester GPA is recorded on each transcript and becomes part of each student’s permanent record. The grade point average of a pupil enrolled in grade 9, 10, 11, or 12 must be computed to the third decimal place. A grade point average that:

- a) Is less than 0.0005 must be rounded down; and
- b) Is 0.0005 or higher must be rounded up.

It is expected that all teachers will teach objectives stated in district curriculum guides, scope and sequence documents and all state standards. Grades will be determined in relationship to those objectives and standards.

Semester grades will reflect the student's proficiency in the content standards covered for the entire semester grading period.

Should a question arise as to the appropriateness of a grade earned by a student, the principal or designee may review the teacher's grading procedures and the teacher's justification for the grade issued. The teacher must be given the opportunity to substantiate the grade that was given. After the principal's review, the teacher may make a change in the grade given. However, the teacher's determination shall be final.

Student progress reports will be sent home quarterly.

### **GRADED HOMEWORK**

Graded homework is defined as any essential school work that is assigned to be done outside of the regular instructional day, and includes assignments of short term and long-term duration. Homework will be tied to mastery of the standards.

Homework tasks may differ based on content and should be meaningful to demonstrate what students know and can do.

Grading of homework at the secondary level will be consistent across grade levels and/or content areas. Weighting of graded homework should not alter the validity of the student's grade as a reflection of their learning.

At the elementary level, homework will not count as part of the academic grade. Instead, homework completion will be reported as part of the "Characteristics of Successful Students" category.

Timely and appropriate feedback will be provided on assigned homework. Research shows that specific feedback is the most effective; for example, comments can include next steps for growth and be linked to the learning objective. Feedback can also be in the form of class discussions and peer conversations.

### **GRADING: SPECIAL EDUCATION**

It is expected that special education courses provided for special education students follow the objectives as identified within each student's Individualized Educational Plan (IEP). Grades are issued by the teacher (unless otherwise specified in the individual education plan) in relationship to student achievement with those objectives.

Special education students mainstreamed into regular education classes are required to meet course objectives as stated in the district curriculum guides, scope and sequence documents and/or state standards. Grades are determined by the classroom teacher (unless otherwise specified in the individual education plan) in relationship to student achievement with those objectives. Teachers are to accommodate individual student learning styles when providing instruction and determining student achievement.

Grades received reflect what students have earned. Students enrolled in special education courses earn grades that reflect their achievement with adjusted objectives, content, and assessment as determined in their IEPs. Students mainstreamed and enrolled in regular education courses earn grades that reflect their achievement of objectives as stated within curriculum guides, scope and sequence documents and/or state standards.

**GRADING: REPEATED CLASSES**

A student may repeat a course or a "content equivalent" course provided they receive permission from the high school administration or an identified designee.

Students that retake courses for a higher grade will not receive additional credit, but the higher grade will be recorded on the permanent record and the lower grade will be replaced with the repeated course notation: RP.

A student may repeat a failed course one time to improve a grade. Regardless of the number of times a course is repeated, a grade of "F" will only be removed once with the repeated course notation: RP. If applicable, all other "F's" will remain on a transcript.

**STUDENT CHEATING AND PLAGIARISM**

Students are expected to comply with the Code of Honor developed by the Department of Education. A student who has cheated on or plagiarized any assignments or assessments receive consequences based on progressive discipline. The student will still remain eligible to participate in the course retake policy.

See Policies 513, 529, and 226 related to this Administrative Regulation

See Administrative Regulation 222 related to this

*Reference: NRS 392.025; NAC 389.6625*

Revised: 12/03

Revised: 03/04 (Effective at the beginning of the 2004-2005 school year) Revised: 12/04

Revised: 06/06

Revised: 03/13

Revised: 09/14

Revised: 08/18

Revised: 11/19

Revised: 05/20

Revised: 07/21

Revised: 05/22

Revised: 08/22

Revised: 3/23

Revised: 8/23

Revised: 1/24

Revised: 6/25