

Mindset and Core Beliefs

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 (NVACS) 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

- We 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.

Grading Scale

Elementary Grading Scale		
<i>Kindergarten</i>	<i>Grades 1-5</i>	<i>Specials</i>
2 Meets 1 Approaches	A 90-110% 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

* A minimum F of 50% will be utilized; no grades below 50% will be entered

Grade Book Category Weighting

Grade Book category Weighting will be as follows: 10% Formative and 90% Summative

<i>Formative: Assessment for Learning</i>	<i>Summative: Assessment of Learning</i>
• Used by educators and students during instruction to provide actionable feedback and inform ongoing teaching and learning strategies. • Low stakes; carries no weight • Includes informal classroom-based assessments (e.g., exit tickets, classwork, quizzes, observations, checklists). • Excludes universal screeners, diagnostics, or the District interim assessment	• 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

Late Work

- Scores are not reduced on assignments and assessments submitted past the due date.
- At Alamo ES, students will have until December 1, 2023 for first semester and May 6, 2024 for second semester to submit the assignment or assessment.
- 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 school, 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.
 - If a student does not submit the missing work within **5 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.**

Homework

Homework is not a mandatory part of the instructional program at Alamo ES. If homework is assigned by a teacher, it shall not exceed 10 minutes per grade level (example 10 minutes for 1st grade, 20 minutes for 2nd grade, etc.). Practice on skills that students have already mastered is given at the classroom teacher’s discretion. Students are able to utilize any of our online learning platforms to practice skills at their independent level. Twenty minutes of independent reading and rich discussion about the school day are also encouraged. Homework is not included in the Grade Book.

Reporting Behaviors

Academic grades do not include learner behaviors and work habits (homework, attendance, late or missing assignments, participation, responsibility, etc.). At Alamo ES, we use the rubric found [here](#) to report student behaviors and progress to families.

Reassessment

Academic grades will reflect multiple assessment measures used to determine student mastery levels and include opportunities for reflection, revision, and reassessment. The goal is for all students to be able to show mastery of grade level Nevada Academic Content Standards. Educators at Alamo will use District pacing guides to determine essential standards to be assessed throughout the year. The purpose of reassessment is described below:

Alamo ES Grading Practices 2023-2024

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.

Educators will use the mastery levels in the table to determine when reassessment opportunities are given:

	Meets Standards	Does Not Meet Standards
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

Students who have not yet met standards (69% or below) will have additional opportunities to reassess, initiated by the teacher. Teachers will work with students in small groups to address gaps in learning revealed by assessments. Reassessment will be available for all students during the semester in which the original assessment was administered. Students will have the opportunity to show mastery of concepts in multiple ways including performance tasks, traditional paper/pencil tests, and demonstration of their knowledge when working with the teacher.

Students who have met standards (70% or above) but wish for an opportunity to improve their grade/performance will request an additional opportunity from the teacher by the end of the semester in which the original assessment was given.

Reassessment Deadlines

Semester 1 Reassessment Deadline	Semester 2 Reassessment Deadline
December 1, 2023	May 6, 2024

Communication to Families

Weekly communication regarding student progress is a vital component to ensure students receive the support needed to be successful. Communication of grades via Infinite Campus will be done in accordance with [Regulation 5122](#). At least one parent-teacher conference will be offered for each student each year during the first half of the school year. Teachers will advise parents of student progress and post to the Infinite Campus portal every 3 to 4 weeks. Alamo Elementary School will send out electronic communication to families reminding them to check progress in Infinite Campus on the first Tuesday of each month. Paper progress reports and report cards will not be printed, but can be accessed via Infinite Campus.