Kirk L. Adams Elementary School
Clark County School District
2026-2027 Grading Guidelines

[Revised CCSD Regulation 5121]

Overview

Kirk L. Adams Elementary School is committed to student success by embodying the core values of equity, accountability, and high expectations. We ensure grades are an accurate reflection of student learning through sound, equitable grading practices. This policy incorporates a balanced grading scale, the separation of academic achievement from learner behaviors, and clear guidance on reassessment opportunities.

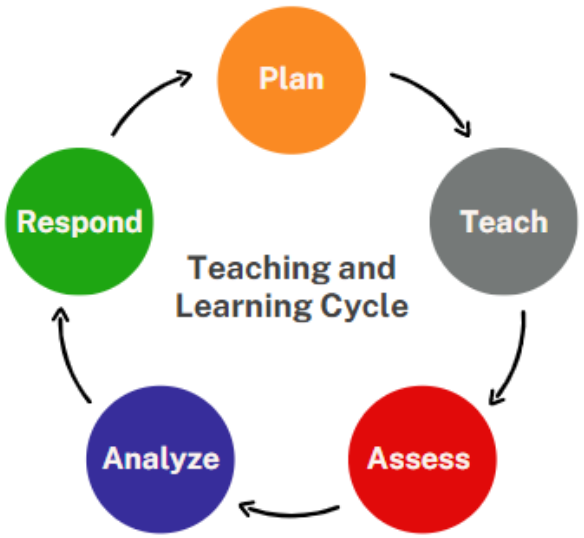
Mindset

A collective mindset is essential to ensure grades are accurate, meaningful, and consistent. Our approach is guided by the following principles:

A. **Supportive Practices:** Grading is designed to support, not penalize, student learning.
B. **Evidence-Based:** Grades are based on a body of evidence aligned with the **Nevada Academic Content Standards (NVACS)** and District curriculum.
C. **Pure Achievement:** Grades measure mastery of content standards, eliminating non-academic behaviors from the final score.
D. **Growth Opportunities:** Students are provided reassessment opportunities to demonstrate proficiency after new learning has occurred.

Core Beliefs

- **Student Advocacy:** We are champions for our students. Compassionate grading provides hope while ensuring standards are met.
- **Collaborative Planning:** Professional Learning Communities (PLCs) are critical for planning assessments and analyzing data to improve instruction.
- **Student Ownership:** Students are encouraged to reflect on their learning and engage in additional opportunities to address "unfinished learning".
- **Accuracy:** It is our responsibility to ensure grades reflect what a student knows at the time they demonstrate that knowledge.



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

Grading Scale

We utilize an equal interval balanced scale to identify mastery of grade-level NVACS and District curriculum. Grades are strictly academic and are not influenced by attendance, participation, or late assignments.

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.

a. Students who are identified as English learners, and are considered newcomers (students with less than two years in CCSD and with a WIDA *ACCESS or Screener* overall score of 1.9 or below) may be considered for a W only for the first *year* of enrollment in CCSD.
b. 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. Contact the Title I Hope Office at (702) 855-3850 for additional guidance.
c. W may be used for students working on a functional curriculum.
d. W may be used for students whose cognitive abilities limit their participation in the general education curriculum, even with supports, accommodations, and modifications.
e. Teachers*, in collaboration with site administration,* 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.
f. The principal must approve the use of the W for each student.
g. 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*, if applicable,* for details about student progress.

Infinite Campus Grade Book Category Weighting

A. Kirk L. Adams Elementary leadership has established consistent weighting for all courses.
Formative 10%, Summative 90%

B. Infinite Campus Grade Book categories will be clearly communicated by the school 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, semester exams). ● Excludes District and state cumulative assessments (e.g.,

	SBAC, ACT, CTE, NAA, WIDA).

Missing Work (Schoolwide Policy in Alignment with CCSD Guidelines Used in Conjunction with Regulation 5113, Attendance Enforcement)

A. *Students are expected to adhere to deadlines for assignments/assessments. When barriers/life events occur, students are provided with additional time to complete the assignment/assessment without a reduction in their score for submissions past the due date.*

B. The mark "*M*" in IC is used to document an assessment that is missing and hasn't been submitted.
   a. The mark "*M*" is a score of 50 percent for elementary schools in the Grade Book, communicating the lowest possible grade.
   b. 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 formative or summative work and/or assessment by the common established school deadline of five school days *from posting in the Grade Book,* 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, Reporting to Parents.

Revised 05/22/2026

C. Educators must notify students/families of missing work via IC 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.
   a. Educators must clearly communicate the deadline for the acceptance of missing work.
   b. Educators must clearly communicate that missing work results in a 50 percent due to no evidence.
   c. Educators must provide students and families with resources to complete missing work (e.g., a copy of the classwork, rubric, related resource material).
   d. Additional communication (e.g., a cellular phone, approved electronic systems) may be used in accordance with CCSD Regulation 4100, Relationships, Interactions, and Communications Between District Employees or Representatives/Volunteers and Students.

D. On a regular basis (e.g., weekly), educators must generate a *Missing Assignments Report* within IV to identify students with excessive missing work.
   a. Identified students receive supplemental academic and/or behavioral interventions aligned to a school's Multi-Tiered System of Supports (MTSS) framework. *Building time/space into the schedule for this level of support to occur is recommended.*
   b. 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.
   c. 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.
   d. 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.
   e. For more information on how to generate this report, visit the Infinite Campus Best Practice in Grading FAQ.

Respond

a.

Homework - Homework is NOT part of the Academic Grade

Plan

A. Educators work collaboratively with their grade-level/course team to set a common school expectation for homework.
    a. Homework expectations must be in accordance with CCSD Policy 6143, Homework, and CCSD Regulation 6143, Homework.
    b. In alignment with these expectations, homework is not required for each subject and content area.
    c. Educators must consider the actual time it takes for students to complete homework rather than their estimation of what can be completed. Refer to CCSD Regulation 6143.
B. Homework should be used for practice or an extension of learning.
C. 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.

Reporting Behaviors



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.
    a. Click Here for our Adams Learner Behavior Rubric.
    b. Schoolwide behavior rubrics will be clearly communicated with students and families.
C. Behavior and other nonacademic measures will be reported separately in the Grade Book.
    a. Elementary: Successful learner behaviors section.
D. Educators will notify students and families of unsatisfactory behavior in a timely manner (e.g., within three days of consistent unsatisfactory behavior).
    a. Educators will clearly communicate the schoolwide behavior expectations.
    b. Educators will work collaboratively with students and families to improve student behavior.
E. On a regular basis (e.g., weekly), educators will identify students who need additional behavioral supports.
    a. Identified students will receive supplemental behavioral intervention aligned to the school's MTSS framework.
F. Incidences of cheating/forgery/plagiarism will be addressed through the CCSD Pre-Kindergarten-12 Student Code of Conduct procedures. Students will be provided with an opportunity to demonstrate their learning to ensure accuracy in academic reporting while also receiving targeted support to improve the behavior.

Reassessment Opportunities

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 CCSD curriculum for all students. Pacing guides identify essential standards to be assessed throughout the school year. CCSD 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.

A. Reassessment Elementary Guidelines

a. Schools must establish reassessment opportunities for students within the identified NVACS/NVACS Connectors and CCSD curriculum, establish a timely opportunity for reteaching and relearning, and communicate expectations to students and families.
b. Students may reassess once per summative assessment aligned to the schoolwide timeline (see A., e.).
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 CCSD reassessment guidelines.

Elementary School Reassessment Stakeholder Responsibilities			
Administrators	**Educators**	**Students**	**Families**
• Establish a schoolwide reassessment policy that aligns with CCSD 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	• 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	• 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 *that will be reassessed.* • Actively participate in additional learning	• 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

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.	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.	opportunities (e.g., completing aligned formative assignments) and self-reflect on progress to ensure new learning has taken place before reassessment.	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 IC Grade Book must be 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.