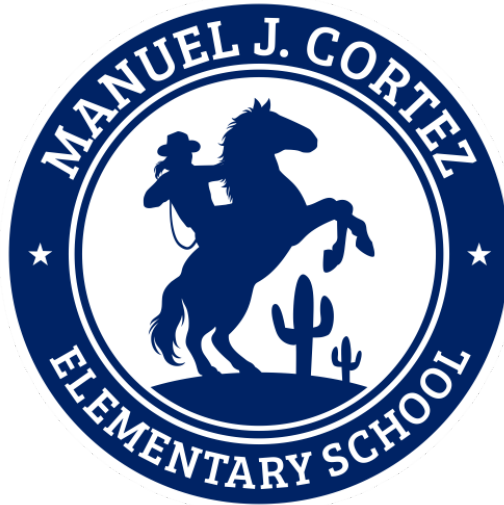




Grading Reform Guidelines
Cortez Elementary

*In alignment with CCSD Guidelines, Regulation 5121
2026-2027*

Grade Scale

Knowledge of Work - Overall summary grade for content area.

- A- 90-100% Exceeds mastery of grade level benchmark
- B- 80-89% Mastery of grade level benchmark
- C- 70-79% Approaching mastery of grade level benchmark
- D- 60-69% Demonstrates limited mastery of grade level benchmark
- F- Below 60% No mastery of grade level benchmark- not working at grade level
- W- Working on standards below grade level

Special Subjects and Learner Behaviors

Exceptional progress (E)

Satisfactory progress (S)

Needs improvement (N)

Infinite Campus Grade Book Weighting

- A. Academic grades must be based on standards-based projects, activities, assignments, and assessments. Semester grades are a combination of formative and summative assessments. Year-end grades combine first and second semester academic performance.

Homework	0%
Formative	10%
Summative	90%

Schoolwide Late Work Policy

- A. Educators must notify students/families of late work via Infinite Campus and/or Class Dojo within five days of the missed due date.
 - a. Educators must clearly communicate the deadline for the acceptance of late work, which is two weeks after the due date for every assignment.

- b. Educators must clearly communicate that late work not submitted by three weeks after the original due date will result in a score of a minimum F due to no evidence.
 - c. Educators must provide students and families with resources to complete late work (e.g., a copy of the classwork, rubric, related resource material) within three days of the missed due date.
- B. The mark "M" in Infinite Campus is used to document an assessment/assignment that is missing and has not been submitted.
 - a. The mark "M" is a score of 50 percent 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 work within two weeks 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.
- C. Educators must generate a *Late or Flagged Assignments* report within Infinite Campus to identify students with excessive late work each month if they have students who are turning in work late or have missing assignments.
 - a. Identified students receive supplemental academic and/or behavioral interventions aligned to a school's Multi-Tiered System of Supports (MTSS) framework.
 - b. Alternative methods of assessment are considered based on student needs.
 - 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.
 - 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. Educators may learn more about generating a *Late or Flagged Assignments* report [here](#).

Homework

- A. Grade level teams will collaboratively set a common expectation for homework, and will use homework for practice or an extension of learning.
 - a. Homework expectations are in accordance with Policy 6143 and Regulation 6143.
 - b. Homework is not required for each subject area and content area.
- B. Completion status of homework will carry no weight in the grade book; progress will be reported as a learner behavior.

Reporting Behaviors

- A. Academic grades do not include learner behaviors/habits of work (i.e. homework completion, attendance, late or missing work, participation, or responsibility).
- B. Academic integrity is supported through proactive approaches to modeling, teaching, and providing feedback to successful student learning behaviors. CCSD Code of Conduct consistently implemented to determine consequences, if necessary (CCSD Student Code of Conduct, page 33).
- C. Behavior and other nonacademic measures are reported separately in the "Successful Learning Behaviors" section of the gradebook.
- D. Learner Behaviors are measured by the following [school-wide rubric](#):

Elementary Learner Behavior Grading Rubric			
Learner Behaviors	Exceeds (EX. 0-1 Behavior events)	Satisfactory (EX. 2-5 Behavior events)	Needs Improvement (EX. 5+ Behavior events)
Observes School Rules	Student consistently observes all school-wide behavior expectations	Student mostly observes all school-wide behavior expectations, responding positively to reteaching	Student struggles following school-wide expectations (EX. >5 ODRs/MBIs in outside of the classroom)
Follows Classroom Rules	Student consistently observes all classroom expectations	Student mostly follows classroom expectations, responding positively to reteaching	Student struggles following classroom expectations (EX. >5 ODRs/MBIs in the classroom)
Follows Directions	Student consistently follows directions from schools staff	Student mostly follows classroom expectations, responding positively to reteaching	Student struggles following staff directions (EX. >5 ODRs/MBIs for insubordination)
Accepts Responsibility	Student consistently accepts responsibility for their choices	Student mostly accepts responsibility, responding positively to reteaching	Student struggles displaying ownership over their choices (EX. >5 ODRs/MBIs for Following Directions)
Works Independently	Student consistently completes work independently with positive behaviors	Student mostly completes works independently, responding positively to reteaching	Student struggles following classroom expectations (Ex. > 5 missing/late independent assignments)
Works Cooperatively	Student consistently works cooperatively with peers	Student mostly works cooperatively with peers, responding positively to reteaching	Student struggles positively collaborating with peers
Completes and returns homework on time	Student consistently completes assignments on time	Student mostly completes assignments on time, responding positively to reteaching	Student struggles consistently completing work on time (Ex. > 5 late/missing assignments)
Quality of work	Student's quality of work consistently meets expectations	Student quality of work mostly meets expectations	Student's quality of work is consistently below expectations

- E. Teachers will notify students and families of unsatisfactory behavior with five days of consistent unsatisfactory behavior.
 - a. School staff and teachers will clearly communicate school wide behavior expectations.
- F. Teachers will identify students who need additional behavioral supports on a weekly basis to the school intervention team/wrap around team.
 - a. Identified students will receive supplemental behavioral intervention aligned to the MTSS framework.
- G. Incidents of cheating/forgery/plagiarism will be addressed in alignment with the CCSD Student Code of Conduct. Students will be provided with an opportunity to demonstrate their learning to ensure accuracy in academic reporting while also receiving targeted support to improve behavior.

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.
- 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.

Schoolwide Reassessment Policy

- A. Educators must allow 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.
 - a. Students who have not met standards as identified through a common grade level performance task, will receive targeted instruction on the specific deficits
 - b. Within three weeks after taking the initial assessment (and within two weeks prior to the end of the term), and after receiving targeted instruction will have the opportunity to take the assessment again
 - c. If skills/standards are embedded in future instruction and assessments, a separate reassessment opportunity is not necessary
 - d. The reassessment may be an alternate or abbreviated version of reassessment and the student's grade should reflect new evidence.
- B. Students who have met standards within the identified NVACS/NVACS Connectors and District curriculum may request a reassessment opportunity. Students and families may request and participate in a reassessment opportunity within 3 weeks after receiving assessment results to collaboratively develop a plan for new learning. Students will have five school days to communicate the request for reassessment.
 - a. Reassessments will be limited to one request per content area per semester.
- C. All students must fill out the written request and answer the self-reflection questions found [here](#) before reassessment.
- D. A student's grade will accurately reflect new learning. The current higher proficiency level of the student replaces previous evidence.

- E. Reassessment accommodations in IEPs and Section 504 plans, supersede District or school reassessment guidelines.

Communication to Students and Families

- A. Teachers will communicate student progress to families to ensure students receive the support needed to be successful.
 - a. Teachers may communicate via email, phone call, parent conference, or Class Dojo.
- B. Communication of grades via the Infinite Campus Grade Book will adhere to Regulation 5122.
- C. Scores and grades entered in the gradebook will be current, allowing students time to reflect on and improve their grade prior to the end of the grading period.