Charlotte Hill ES Grading Policy
2026-2027

Core Beliefs
- We are champions 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
CCSD reports student achievement to identify mastery of grade-level NVACS/NVACS Connectors and CCSD curriculum in designated content areas, ensuring equity and accuracy in reporting. Grades shall not be influenced by behavior or other nonacademic measures (e.g., late or missing assignments, attendance, participation, responsibility). The following grading scale will be implemented.

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 - *Elementary Grading Scale*
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. In order to ensure that grades accurately reflect student mastery of standards, grades will primarily be determined by performance on summative assessments. Assessment categories will be weighted as follows:

Summative	90% (of overall grade)
Formative	10% (of overall grade)

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 CCSD interim assessment (e.g., i-Ready Inform ™).	• 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 CCSD 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 five school days *from the posted due date,* 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 will notify students/families of missing work via IC within three days of the missed due date).
   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. Educators will generate a *Missing Assignments Report* weekly 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.

b. Alternative methods of assessment (e.g., using personal communication rather than extended written response) are considered based on student needs.
c. Student IEP or Section 504 Plan accommodations are implemented across all learning environments, and new accommodations to address student behavior are considered, as appropriate.

Homework (Schoolwide Policy in Alignment with CCSD Guidelines)

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 do not include learner behaviors/habits of work (e.g., homework completion, attendance, late assignments, participation, responsibility).
B. Learner behaviors/habits of work are measured using a school-based behavior rubric.
   a. Refer to elementary exemplar behavior rubrics.
   b. Schoolwide behavior rubrics are clearly communicated with students and families.
C. Behavior and other nonacademic measures are reported separately in the successful learner behaviors section of the Grade Book.
D. Educators notify students and families of unsatisfactory behavior in a timely manner (e.g., within three days of consistent unsatisfactory behavior).
   a. Educators clearly communicate schoolwide behavior expectations.
   b. Educators work collaboratively with students and families to improve student behavior.
E. On a regular basis (e.g., weekly), educators identify students who need additional behavioral supports.
   a. Identified students receive supplemental behavioral intervention aligned to the school's MTSS framework.
F. Incidents of cheating/forgery/plagiarism are addressed in alignment with the *Clark County School District Pre-Kindergarten–Grade 12 Student Code of Conduct*. Students are 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 (Schoolwide Policy in Alignment with CCSD Guidelines)

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. Educators will 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.	• 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.	• 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.*	• 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

• 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.	• 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.	• 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.	reassessment opportunities for skills a student has not mastered. • Assist students at home with new learning on identified standards or learning targets.

Communication to Students and Families

A. Teachers will communicate regularly with families via approved school communication methods 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.