

Heckethorn ES Grading Policy

2026-2027

The Clark County School District and Heckethorn Elementary School are committed to ensuring grades are an equitable and accurate reflection of student learning through sound grading practices. The updated grading regulation includes the utilization of a balanced grading scale, separation of academic achievement and learner behaviors, expectations for completing assignments on time and opportunities to complete late assignments, and guidance for providing students additional opportunities to demonstrate mastery through reassessment opportunities.

- As a Leader in Me school, our paradigm is that our students take ownership of their education by reflecting and engaging in additional instructional opportunities when they have unfinished learning
- Grades will be available in the Infinite Campus portal for parents. Formative and summative grades will be posted in IC within five school days of the due date. (ex: If you give a math formative on Monday, you have until the following Monday to post.)

Missing / Late Work

It is imperative that parents and students monitor daily/weekly assignments and ensure they are completed and submitted on time. Classroom assignments are a critical component for teachers and specialists to review and assess a student's understanding of the curriculum that has been taught. All assignments, in the homeroom or in specials, are required to be completed and submitted by the deadline set by each teacher. When an assignment is not submitted by the set due date, it is ***marked "M" in Infinite Campus as a score of 50%, communicating the lowest score possible. The marked "M" is the notification to parents of a student's missing assignments via Infinite Campus. A time frame of 5 school days is allowed for students to complete the missing assignment. If the missing work is submitted within the required timeframe, the "M" is replaced with a score reflecting the students academic performance and the "L" late flag is added to the assignment to monitor the students Learner Behavior separate from the academic grade. If a student does not submit the missing work by the end of the extended 5 day timeline, the "M" is the final mark noting a score of 50%.***

Again, it is imperative that parents and students monitor daily/weekly assignments and ensure they are completed and submitted on time by using the following link...

[How Can I Help My Child with Missing Work?](#)

Exceptions to this deadline; extended day(s) illnesses, severe illness/death in family. A **5 day extension** will be granted under these conditions. If the assignment is not submitted after the **5 day extension**, the "M" Missing assignment will be graded as an "F" (50%) in the grade book. The missing assignment can no longer be completed or turned in after this **5 day extension**. If a student continues to acquire Late and/or Missing assignments for an extended period of time,

student names will be reported to school administration for review and further corrective actions.

When a student is absent, teachers will provide an opportunity for a student to make up for missed work due to an absence, and students will be held accountable for the work. When a student is absent, the educational experiences lost during that absence might be irretrievable because the instruction and interaction in the instructional setting cannot be duplicated through makeup work. After any absence, the student and/or legal guardian of a student is responsible to contact the teacher to obtain appropriate assignments missed **within three school days directly following the absence**. Assignments will be posted on the teachers Canvas page or available in the front office for parent pick-up. Students shall be allowed three (3) days to complete makeup work after an absence.

Reassessment Policy

Heckethorn Elementary has established reassessment opportunity guidelines for students to retake a Summative assessment ONLY. Summative assessments are given at the end of a unit to assess mastery of the targeted standard. For any summative assessment retakes, an alternate assessment will be given that covers the same standard(s). Any assessment retake must be completed no later than two weeks before the end of the term unless the summative is administered in the last two weeks of the term.

Students who do not earn a passing score of 70% or better on a summative assessment will have **one opportunity** to retake the assessment for a higher proficiency grade. The higher of the two scores will be used as the final grade. This will ONLY be available to students who develop (with the teacher and/or parent's assistance/approval) a plan for improvement and adhere to the agreed-upon guidelines. (Ex: Student worked one-on-one with a teacher, parent, or tutor to show progress.) One week or more should be provided for students to practice a skill(s)/standard before scheduling a retake. Students can earn max points on the summative assessment retakes. Retakes must be taken within 1 week of the original assessment.

Students who have met standards at 70% or higher within the identified state standards and district curriculum **may request one reassessment opportunity**. Students and families may request and participate in a reassessment opportunity within a timely manner after receiving assessment results to collaboratively develop a plan for new learning.

Grade Book Category Weighting

Formative Assessments (20% of a student's overall grade) are given to students on a regular basis to assess student understanding of a concept/standard that is still being taught. Students cannot redo formative assessments. Teachers will give opportunities to show continued progress through the learning process with additional formative assessments.

Summative Assessments (80% of a student's overall grade) are given at the end of a unit to assess mastery of the targeted standard.

Grading Scale

The CCSD Elementary Division uses these grades for the content areas of Reading, Writing, Math, Science/Health, and Social Studies, showing accomplishment relative to the curriculum expectations at the assigned grade level:

Kindergarten

2 - Meets Standards

1 - Approaches Standards

Grades 1-5

A - 90% - 100% mastery of grade level standards

B - 80% - 89% mastery of grade level standards

C - 70% - 79% mastery of grade level standards

D - 60% - 69% mastery of grade level standards

F - 50% - 59% mastery of grade level standards

W – Working on standards significantly below grade level

Specialist Grades (Gr. K-5)

Content strands and the specialist subjects of Art, Humanities, Music, and P.E. receive grades from the following scores:

E – Exceptional Progress

S – Satisfactory Progress

N – Needs Improvement

Reporting Behaviors

Behavior and nonacademic measures are reported here and not in the academic portion of the grade book. Students will earn a Learning Behavior grade each semester based on the following criteria:

Learner Behavior Grading Rubric			
Learner Behaviors	Exceeds (0-1 Behavior Events)	Satisfactory (2-5 Behavior Events)	Needs Improvement (5+ Behavior Events)
Observes School Rules	Student consistently observes schoolwide behavior expectations.	Student mostly observes schoolwide behavior expectations, responding positively to reteaching.	Student struggles following schoolwide expectations (Ex. >5 ODRs/MBIs 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	Student consistently	Student mostly follows classroom	Student struggles following staff

Directions	follows directions from school staff.	expectations, responding positively to reteaching.	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 not 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 quality of work consistently meets expectations.	Student quality of work mostly meets expectations.	Student quality of work is consistently below expectations.

Homework Policy

Homework expectations are in accordance with [Policy 6143](#) and [Regulation 6143](#). Homework is expected to be given on a daily basis used for practice or an extension of learning. Completion status of homework will carry **no weight** in the Grade Book and progress can only be reported as a learner behavior/habit of work, not as an academic grade.