

Heckethorn ES Grading Policy

2023-2024

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
- Progress reports will be sent home every three weeks
- Grades will be available in the Infinite Campus portal for parents. Formative and summative grades will be posted in IC within three days. (ex: If you give a math formative on Monday, you have until Thursday to post.) Scoring for any writing assessment may need additional time.

Missing / Late Work

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 immediately noted in the grade book as "L" Late and a time frame of **5 school days** is allowed to complete the assignment. Teachers will immediately notify the parents of any Late Assignments as they occur. **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...**

<https://bit.ly/HESMonitorChildsLateWork>

Exceptions to this deadline; extended day(s) illnesses, severe illness/death in family. If the assignment is not submitted after the **5 day extension**, the "L" Late assignment is converted to "M" Missing and 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 submitted to the school's Multidisciplinary Leadership Team for review and additional communication will be made to parents.

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 who have not demonstrated mastery (D's/F's or 69% and below) of any identified Nevada Academic Content Standard on a Summative assessment.

Summative assessments are given at the end of a unit to assess mastery of the targeted standard. **Students will be allowed to retake SUMMATIVE assessments only.** However, students will be given an alternate assessment that covers the same standard(s). Students who do not earn a passing score of 70% or better on a summative assessment may redo the assessment for a higher proficiency 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.) A 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.

A student will have **one opportunity** to take the reassessment within a timely manner after receiving assessment results to collaboratively develop a plan for new learning. The higher of the two scores will be used as the final grade. Reteaching opportunities will be provided for these students prior to the reassessment. Students must show evidence of "readiness" of understanding the standard before taking the reassessment. Students who have met standards (70% or higher) within the identified NVACS/NVACS Connectors and District curriculum may request **one reassessment opportunity**. Students and families may request and participate in a reassessment opportunity in a timely manner after receiving assessment results to collaboratively develop a plan for new learning. Summative reassessments 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.

Grade Book Category Weighting

Formative Assessments (10% 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 (90% 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 Directions	Student consistently follows directions from school 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 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 will be reported as a learner behavior/habit of work, not as an academic grade.