



Greenspun Junior High School

2023-2024 Grading Reform Policy

Based on CCSD's Revised Regulation 5121

The Greenspun Junior High School Policy is based on the following CCSD Grading Expectations and mindset.

CCSD Overview of Grading Expectations

The Clark County School District (District) is committed to student success by embodying the core values of equity, accountability, and high expectations for all students. The District is committed to ensuring grades are an equitable and accurate reflection of student learning through sound grading practices. The updated [grading regulation 5121](#) includes the utilization of a balanced grading scale, separation of academic achievement and learner behaviors, and guidance for providing students additional opportunities to demonstrate mastery through reassessment opportunities.

Mindset

A collective mindset is essential to ensure students' grades are accurate, meaningful, and consistent. This mindset is focused on the following principles:

- A. Grading practices will be equitable and supportive of student learning.
- B. Grades will be based on a body of evidence aligned to the Nevada Academic Content Standards/Nevada Academic Content Standard Connectors (NVACS/NVACS Connectors) and District curriculum.
- C. Grades will be a measure of achievement of the NVACS/NVACS Connectors and District curriculum, thus eliminating behaviors from grades.
- D. Students will have reassessment opportunities to demonstrate proficiency after new learning has occurred.

Greenspun Junior High School 2023-2024 Grading Policy

Quarter Grades will be imported into one of two categories: formative or summative. The percent of the two grading categories will total 100%. The use of a "no grade" category is allowed as it does not impact the grading category percentages.

2023-2024 School Year: Formative 20%, Summative 80%

<i>Formative: Assessment for Learning</i>	<i>Summative: Assessment of Learning</i>
● 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., quizzes, entrance/exit tickets, unit tests, projects, presentations, performance tasks, semester exams). ● Excludes District and state cumulative assessments (e.g., SBAC, ACT, CTE, NAA, WIDA).

All assignment grades (formative and summative) will be based on the following Grading Scale:

<i>Secondary Grading Scales</i>					
<i>Grades 6–12</i>				<i>Standards-Based (Available Year 3 of Implementation)</i>	
A	90–100%	Excellent	4.0	4	Exceeds
B	80–89%	Above Average	3.0	3	Meets
C	70–79%	Average	2.0	2	Approaches
D	60–69%	Below Average	1.0	1	Emergent
F	50–59%	Emergent	0	0	No Evidence
P	Passing (To be used for specific courses designated by the Academic Unit)				

Middle School semester grades will be based on the following criteria:

1st/3rd Quarter Grade 50%

2nd/4th Quarter Grade 50%

High School credit course semester grades will be based on the following criteria:

1st/3rd Quarter Grade 45%

2nd/4th Quarter Grade 45%

Semester Exam 10%

All High School credit - bearing courses are required to have semester exams that are comprehensive of the material covered during the semester. Reassessment opportunities will not be offered for semester or final exams.

Reporting Grades

Teachers will input assignment grades within seven (7) school days of the assignment due date, so students and parents are aware of the grade and students have an opportunity to retake applicable assignments. **To accurately score and communicate student progress toward mastery of the standards teachers will input a minimum of two (2) formative grades per week and two (2) summative grades per grading period.** Teachers will use established means of communication (i.e., Infinite Campus Messenger, Canvas Inbox, etc.) to notify students/families of grades and missing assignments. Educators will provide students and families with resources to complete missing work (e.g., a copy of the classwork, rubric, related resource material).

Summative Assessments

Each department will develop a variety of multiple **common summative assessments**, as well as grading rubrics or guidelines. To ensure students have equitable opportunities for success, teachers, within a department, will use the same summative assessment to assess standards. Common assessments will

also provide an opportunity for teachers to assess summative data to guide instruction and revise teaching strategies when necessary. Formative assessments are at teacher discretion. Summative reassessments are limited. Summative assessments must be completed *no later than one week* before the end of the term to allow for a retake opportunity.

Reassessment Opportunities

Assignment reassessment for formative assessments will be at the discretion of the teacher, as outlined in the teacher's course expectations. Students may request one (1) reassessment opportunity per each summative assessment. Students have up to five (5) school days from the date of receiving their grade to communicate with their teacher about utilizing the reassessment opportunity. If a student does not have a proficient grade, 69% or lower, after their initial reassessment, they will be allowed additional reassessment opportunities until they have reached a minimum mastery grade of 70%. A Retake Reflection Form is required for additional reassessments on summative assignments and must be submitted prior to each retake. Retake Reflection Forms must be linked to teacher homepages. Teachers may also require additional actions, such as completing missing assignments or attending a tutoring session, before allowing an assessment retake. These requirements will be outlined in each teacher's course expectations. 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. Reassessment accommodations in IEPs and/or Section 504 Plans supersede District reassessment guidelines.

Homework

Homework expectations must be in accordance with [Policy 6143](#) and [Regulation 6143](#). Homework is intended as practice for specific skills and is not required for each subject or content area. When assigning homework, educators must consider relevancy and the actual time it takes for students to complete homework rather than their estimation of what can be completed. The completion status of homework will carry no weight in the Grade Book; progress will be reported as a learner behavior/habit of work under Citizenship, not as an academic grade. **Assignments started in class and completed at home are allowed to carry a grade in the Grade Book.**

Missing Work

Assignments that have not been turned in by the due date will be labeled "*Missing*" in Canvas and "*M*" in Infinite Campus. The mark "*M*" has a score of 0 in the gradebook. Once the missing work is submitted, the "*M*" is replaced with a score reflecting the student's academic performance, and the "*L*" flag is added to the assignment to monitor the student's behavior, separate from the academic grade.

Students will have five school days from when the assignment is due to submit the missing work.

Teachers will use established means of communication (i.e., Infinite Campus, Canvas Inbox, etc.) to send messages to those who have not submitted their work. Students may submit late work without a penalty during the five-day grace period. Teachers will not grade work submitted after the five-day window. If the student does not submit the missing work within the five-day grace period, the teacher has no evidence of the student's content mastery; therefore, the "*M*" will remain in the gradebook. The latest

deadline for all graded work is three days prior to the end of each grade posting period (the Wednesday before Progress Reports and Quarter Grades are submitted).

2023-2024 assignment deadlines: Sep 6, 2023 ; Oct 4, 2023 ; Nov 8, 2023 ; Dec 13, 2023 ; Jan 31, 2024 ; Mar 6, 2024 ; Apr 17, 2024 ; May 15, 2024

Absent Work

Teachers shall provide an opportunity for a student to make up missed work due to any absence, and students shall be held accountable for the work. When a student is absent, however, 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 is required to initiate contact with the teacher(s) to obtain appropriate makeup work within three school days immediately following the absence. Once contact has been made with the teacher(s), specific makeup work must be completed and returned to the teacher(s) within a reasonable length of time. The makeup work must be returned to the teacher(s) by the specified due date if it is to be acknowledged. **Students shall be allowed a minimum of three (3) days to complete makeup work.**

No Extra Credit

Extra credit is not permitted. Students can improve their grade by using reassessment opportunities and turning in missing assignments within the five day grading window.

Minimum 'F' Policy

Assignment and assessment grades, including semester exams, will be entered into Infinite Campus at the percent or score earned. At the end of the grading period if a student's overall grade is below a 50% the grade will be adjusted to a 50% minimum 'F'. (i.e., If a student earns 32% on their quarter grade, the report card grade will be adjusted to a 50% 'F').

Reporting Behaviors

Academic grades will not include learner behaviors/habits or work (e.g., homework completion, attendance, late or missing assignments, participation, responsibility). Learner behaviors /habits of work will be measured using [Greenspun's Citizenship Rubric](#).

Incidents of Cheating

Incidences of cheating/forgery/plagiarism, including the use of artificial intelligence (AI), will be addressed through the [CCSD Pre-Kindergarten-12 Student Code of Conduct](#) procedures on page 33. 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. Students may receive a minimum grade on the assignment or task per teacher discretion based on the severity and frequency of the offense.

Student/Family Communication

Weekly communication regarding student progress is a vital component to ensuring students receive the support needed to be successful. Teachers will update grades on a weekly basis to allow students time to improve their grade prior to the end of the marking period. The [Missing Work Guide for Families](#) supports clear communication with parents/guardians. Teachers will include a parent/guardian phone call as a primary communication for behavior intervention along with email communications in accordance with [Regulation 4100](#).

Greenspun Junior High complies with all district grading guidelines, even ones not outlined within this document. For more information on the CCSD Grading Reform Initiative click [HERE](#). The Clark County School District and Greenspun reserve the right to modify the [grading guidelines](#) at any time.