

Quannah McCall Elementary School Grading Policy

In accordance with CCSD Regulation 5121, Quannah McCall Elementary School has adopted the following grading policy for students in Grades K-5 to identify mastery of grade level Nevada Academic Content Standards/Nevada Academic Standard Connectors and District curriculum in designated content areas ensuring equity and accuracy in reporting. Grades shall not be influenced by behavior or other non-academic measures (e.g., late or missing assignments, attendance, participation, responsibility). This policy shall be available in English and Spanish and posted online, and communicated with parents in the parent handbook that all families will receive upon enrollment.

<i>Elementary Grading Scales</i>							
<i>Kindergarten</i>		<i>Grades 1–5</i>		<i>Specials</i>		<i>Standards-Based</i>	
2	Meets	A	90–100% Excellent	E	Exceptional Progress	4	Exceeds
1	Approaches	B	80–89% Above Average	S	Satisfactory Progress	3	Meets
		C	70–79% Average	N	Needs Improvement	2	Approaches
		D	60–69% Below Average			1	Emergent
		F	50–59% Emergent				
		Working on standards below grade level					

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 language learners, and are considered newcomers (students with less than two years in the District and with a WIDA overall score of 1.9 or below) may be considered for a W only for the first semester of enrollment in the District.
- 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 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. 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 for details about student progress.

Infinite Campus Grade Book Category Weighting

Formative 0–20%, Summative 80–100%

<i>Formative: Assessment for Learning</i>	<i>Summative: Assessment of Learning</i>
<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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 District and state cumulative assessments (e.g., SBAC, ACT, CTE, NAA, WIDA).

Late or Missng Work

In alignment with CCSD regulation 5121, it is the policy of Quannah McCall Elementary that any student may submit late assignments for full credit within 5 school days of the assignment due date or upon returning to school following an absence. All assignments not turned in by the due date will be marked as missing with the mark “M” in the gradebook. Missing assignments not submitted within 5 school days of the due date will receive a grade of 50% on the sixth day. If a missing assignment is turned in within 5 school days of the due date the assignment will be converted to a mark of “L” indicating a late submission and full credit will be applied to the assignment.

Educators are expected to notify students and families of missing assignments within three days of the missed due date.

Educators are expected to identify students with excessive missing work and communicate with parents to work collaboratively to develop strategies to support students who regularly fail to submit assignments on time or within 5 days of the due date.

Students with special circumstances may be eligible for assignment extensions on a case-by-case basis with administration approval.

Parents who believe that their child has a special circumstance requiring an assignment extension should schedule an appointment with an administrator to discuss the special circumstance and establish a fair timeline for assignment submission.

Family Vacations Will Not Be Considered As A Special Circumstance

Homework

- The following are specific guidelines for grade levels:
 - Kindergarten-15 minutes
 - First Grade-20 minutes
 - Second Grade-25 minutes
 - Third Grade-30 minutes
 - Fourth Grade-40 minutes
 - Fifth Grade-50 minutes
- Assigned Monday through Thursday only
- May be a packet that is completed by the end of the week
- Homework cannot be a graded assignment
- Incomplete classroom assignments which will be entered into the grade book should not be sent home to complete
- Material should be previously introduced and practiced, no new material
- Should be differentiated based on learner needs
- Reading for a specific amount of time and responding to what was read is an appropriate homework assignment

Reporting Behaviors

- A. Academic grades do not include learner behaviors/habits of work (e.g., homework completion, attendance, late or missing assignments, participation, responsibility).
- B. Learner behaviors/habits of work are measured using a school-based behavior rubric.
 - a. Refer to [elementary and secondary 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 Grade Book.
 - a. Elementary: Successful learner behaviors section.
 - b. Secondary: Citizenship section.
- 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. Incidences of cheating/forgery/plagiarism are addressed in alignment with the [CCSD Pre-Kindergarten–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

In alignment with CCSD regulation 5121, it is the policy of Quannah McCall Elementary that any student may be re-assessed at any time within the same semester grading period to improve his/her grade or show improvement within a specific skill or content standard. Re-assessment opportunities can be initiated by:

- Teacher/Instructor recommendation
 - Following documented additional opportunities for instruction of the skill to be reassessed
- Student request
 - Following additional instruction and reflection
- Parent request

Re-assessment can be in a different format than the original assessment and is at the discretion of the teacher/instructor. Re-assessment opportunities must coincide with additional instruction within the skill or content area to be re-assessed.

Opportunities are limited to in-class assessments and are not available for any state / national assessment including but not limited to STAR, Easy CBM benchmarking, MAP, SBAC, and WIDA.

Re-assessment opportunities will not be offered during the last two weeks of the semester unless a summative was administered within that time frame.