



CORTNEY JHS GRADING POLICY 2023-2024

Grading Scale:

<i>Grades 6–12</i>			
A	90–100%	Excellent	4.0
B	80–89%	Above Average	3.0
C	70–79%	Average	2.0
D	60–69%	Below Average	1.0
F	50–59%	Emergent	0
P	Passing (To be used for specific courses designated by the Academic Unit)		

Meets Standards

- E Exceptional Progress
- S Satisfactory Progress

Does Not Meet Standards

- N Needs Improvement

A. 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.

- B. As indicated in Regulation 5121, semester exams are only required for high school credit-bearing courses. Semester exam scores will be entered at the percentage or score toward meeting the standards. (i.e., If a student earns a 32% on the semester exam, the score is applied without adjusting to the minimum score on the equitable grading scale of F or 50%).
- C. Secondary schools will accurately score and communicate student progress on individual assignments toward mastery of the standards. Secondary school sites must apply the equitable grading scale at each quarter (e.g., an assignment score less than 50% may be in the Grade Book; however, at the quarter if the grade to be posted is less than 50%, it must be overwritten to a 50% or minimum score on the equitable grading scale).
- D. As indicated in Regulation 5121, dual enrollment courses utilize the grading scale and policies aligned with the partnering Nevada System of Higher Education institution school, department, and/or division.



Citizenship Grades:

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. The [Schoolwide behavior rubric](#) is clearly communicated with students and families.
- C. Behavior and other nonacademic measures are reported separately in the Grade Book.
 - a. 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.

Categories and Weights

Summative 85% Formative 15%

<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).

Grade Calculation Options (changed each semester)

Quarter 1/2 50% Quarter 3/4 50%

Grade Days (2 per quarter)

- -Communicate with students their current grades, missing assignments, and deadlines for turning in missing and late work. Emphasize the importance of turning in missing work and the effect it has on their overall grade.
- -Students have 5 days to complete missing assignments after each grade day. However, students do not need to wait until Grade Day to turn in missing assignments.
- -Teachers should allow students to “retake” an assessment to improve their grade if the student desires. (*Grade Reform*)
- -Teachers should have both formative and summative grades. (Each quarter should have a minimum of 3 Summative Assessments)



Progress Reports

- Students have 1 week to complete missing assignments after each progress report day. However, students do not need to wait until Grade Day to turn in missing assignments.
- Hard copy of progress report will be printed and handed to each student during their 1st period class.

Minimum “F”

-Teachers will accurately score and communicate student progress on individual assignments toward mastery of the standards. Teachers will apply the equitable grading scale at each quarter (e.g., an assignment score less than 50% may be in the Grade Book; however, at the quarter if the grade to be posted is less than 50%, it must be overwritten to a 50% or minimum score on the equitable grading scale). NO quarter and semester grade will be less than 50%.

Late Assignments (“L”)

- “L” in Infinite Campus will be used when a student has turned in their Missing Assignment along with the actual grade. **Communication** is key. Parents will be notified via Infinite Campus and Parent Link.
- Students will have the chance to turn in missing assignments utilizing the Grade Day procedures (1 week before each grading period. (Week after [Grade Days](#) M will change to L if assignment gets turned in). Parents will be notified via Infinite Campus and Parent Link.

Missing Assignments (“M”) Used in Conjunction with Regulation 5113

- A. Scores are not reduced on assignments and assessments submitted past the due date.
- B. The mark “M” in Infinite Campus is used to document an assessment that is missing and hasn’t been submitted.
 - a. The mark “M” is a score of 0 percent 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. Students have 5 days to turn in missing assignments after each grade day. If a student does not submit the missing work by the deadline and the teacher is unsuccessful in eliciting evidence of the student’s learning, the “M” will remain in the Grade Book.
 - d. Procedures for scoring unsubmitted work past established deadlines must be in accordance with Regulation 5122.
- C. Teachers will notify students/families of missing work via Infinite Campus in a timely manner (e.g., within three days of the missed due date). The [Missing Work Guide for Families](#) supports clear communication with parents/guardians.
 - a. Teachers will clearly communicate the deadline for the acceptance of missing work.
 - b. Teachers will clearly communicate that missing work results in a 0 percent for secondary schools percent due to no evidence.
 - c. Teachers will 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) will be used in accordance with [Regulation 4100](#) if necessary.
- D. On a regular basis, teachers will generate a *Missing Assignments Report* within Infinite Campus to identify students with excessive missing work.
 - a. Alternative methods of assessment (e.g., using personal communication rather than extended written response) are considered based on student needs. Review the [Reassessment Opportunities](#) section for more information on assessment methods.



- b. Accommodate the needs of all students, based on individual student needs, such as reduced number of items, extra time to complete the task, small-group administration, and chunking tasks. Visit the [Instructional Strategies For Diverse Learners](#) for additional strategies to equip all students with tools to be successful throughout the learning process.
- c. Teachers will ensure the student's IEP or Section 504 Plan accommodations are implemented across all learning environments and new accommodations to address student behavior are considered, as appropriate.

Raw Scores/Rubric

- Teachers will have the option to utilize raw scores (numbers) or a rubric for assignment grades in Infinite Campus. (*Grade Reform*)
- Teachers will have an average of two (2) Formative Assignments* per week in Infinite Campus.
- Teachers will have a minimum of 3 Summative Assessments per quarter.

Homework (Schoolwide Policy in Alignment with District Guidelines)

- A. Departments and Grade Level Departments work collaboratively to set a common school expectation for homework.
 - a. Homework expectations are in accordance with [Policy 6143](#) and [Regulation 6143](#).
 - b. In alignment with these expectations, homework is not required for each subject and content area.
 - c. When homework is given teachers consider the actual time it takes for students to complete homework rather than their estimation of what can be completed. Refer to [Regulation 6143](#).
- B. Homework is used for practice or an extension of learning.
- C. Completion status of homework does not carry a weight in the Grade Book; their progress is reported as a learner behavior/habit of work not as an academic grade.

Reassessment:

- Students who have not met standards within the identified NVACS/NVACS Connectors and District curriculum will have reassessment opportunities following the Grade Day procedures/timeline provided they complete a school-based reassessment reflection to develop a reasonable plan for new learning.
- Students who have not met standards within the identified NVACS/NVACS Connectors and District curriculum will arrange with the teacher a time for reteaching & relearning prior to reassessment
- Students who have not met standards within the identified NVACS/NVACS Connectors and District curriculum will schedule an appropriate time with their Teacher to reassess.
- An alternate or abbreviated assessment at the same rigor can be administered to elicit evidence of new learning. Various assessment methods should be considered (e.g., performance assessment, personal communication, selected response, and/or written response).
- Reassessment opportunities will not be offered for final exams/semester exams.
- Reassessment accommodations written in IEPs and/or Section 504 Plans supersede District reassessment guidelines.