



# Kesterson Elementary Grading Policy 2025-2026

## CCSD Revised Regulation 5121

### Overview

The Clark County School District (District) and Kesterson Elementary are committed to student success by embodying the core values of equity, accountability, and high expectations for all students. We are committed to ensuring grades are an equitable and accurate reflection of student learning through sound grading practices. [District 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.

### Grading Scale

Kesterson Elementary will utilize the grading scale below, which is an equal interval balanced scale. The District reports student achievement to identify mastery of grade-level NVACS/NVACS Connectors and District curriculum in designated content areas ensuring equity and accuracy in reporting. Grades shall not be influenced by behavior or other nonacademic measures (e.g., late or missing assignments, attendance, participation, responsibility).

Please note that grades are not rounded up or down.

**Kesterson Elementary Grading Scale**

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

### Infinite Campus Grade Book Weighting

- A. Kesterson Elementary leadership will establish consistent weighting for all courses. Weighting must fall within the designated ranges for each school year.
  - 2025-2026: Formative 10%, Summative 90%
- B. Infinite Campus Grade Book categories will be clearly communicated by the school to students and families.
- C. 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.
- 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. The 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.

**Examples of Assessment types used at Kesterson Elementary:**

<i>Formative: Assessment for Learning</i>	<i>Summative: Assessment of Learning</i>
<p><b>At Kesterson Elementary the following:</b></p> <ul style="list-style-type: none"> <li>• Work that shows students’ progress in demonstrating mastery of a particular skill/standard. Eg. exit tickets, quizzes, goal setting, conferencing, reteaching, worksheets, group work etc.</li> <li>• Reteach resources at Kesterson may look like ExactPath, enVision reassessment toolbox resources, teacher new strategy conferencing and goal setting.</li> <li>• Excludes universal screeners, diagnostics, or the District interim assessment (e.g., MAP Growth).</li> </ul>	<p><b>At Kesterson Elementary the following:</b></p> <ul style="list-style-type: none"> <li>• Used to measure mastery of standards after learning has occurred.</li> <li>• High stakes; the majority of the student’s grade is based on summative evidence.</li> <li>• Includes formal classroom-based assessments (e.g., unit tests, projects, presentations, performance tasks, semester exams) based on grade-level standards, performance assessment, personal communication, selected response, and/or written response</li> <li>• Using an alternate method of assessment based on student need.</li> <li>• Excludes District and state cumulative assessments (e.g., SBAC, ACT, CTE, NAA, WIDA).</li> </ul>

**Missing/Late Work Policy (Kesterson Schoolwide Policy in Alignment with the District Guidelines)**

- 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 50 percent for elementary schools in the Grade Book, communicating the lowest possible grade.
  - b. Once 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. If a student does not submit the missing work by the common established school deadline and the teacher is unsuccessful in eliciting evidence of the student’s learning, there is no further action from the educator, keeping the “M” in the Grade Book.
  - d. Procedures for scoring unsubmitted work past established deadlines must be in accordance with Regulation 5122.
- C. Educators must notify students/families of missing work via Infinite Campus in a timely manner (e.g., within five days of the date the assignment is graded). The [Missing Work Guide for Families](#) supports clear communication with parents/guardians.
  - a. Educators must clearly communicate the deadline for the acceptance of late work. **Late work will be accepted up to 5 school days after progress reports are sent home by the teacher.** Progress reports will be sent home every two weeks throughout the school year.
  - b. Educators must clearly communicate that missing work not submitted by the common deadline established by the school results in 50 percent due to no evidence.

- c. Educators must provide students and families with resources to complete late work (e.g., a copy of the classwork, rubric, related resource material).
  - d. Additional communication (e.g., a cellular phone, approved electronic systems) may be used in accordance with [Regulation 4100](#).
- D. On a regular basis (e.g. every two weeks), educators must generate a *Missing Assignments Report* within Infinite campus to identify students with excessive missing work.
- a. Identified students receive supplemental academic and /or behavioral interventions aligned with Kesterson's Multi-Tiered System of Supports (MTSS) framework.
  - b. 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.
  - c. 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.
  - d. 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.
  - e. For more information on how to generate this report, visit the [Infinite Campus Best Practice in Grading FAQ](#).

### **Homework/ Work at Home (Kesterson Schoolwide Policy in Alignment with CCSD Policy 6143 and Regulation 6143)**

- A. If students do not finish their classwork, it may be assigned to be finished at home.
- B. Students will also have small amounts of homework Monday through Thursday to reinforce concepts and skills taught in class. This may include reading, math facts practice, computer work, or other assignments related to current lessons.
- C. Homework carries no weight in the grade book.

### **Reporting Learner Behaviors**

- A. Academic grades will not include learner behaviors/habits of work (e.g., homework completion, attendance, late or missing assignments, participation, responsibility).
- B. Learner behaviors/habits of work will be measured using a [school-based behavior rubric](#).
  - a. 4. SLB.7 (for learner behavior grades) In IC we will think of "homework" with "classwork/assignments." that may or may not all be turned in. (Rubric will be needed)
  - b. Educators will notify students and families of unsatisfactory behavior in a timely manner (e.g., within three days of consistent unsatisfactory behavior).
  - c. Educators will clearly communicate the schoolwide behavior expectations. At Kesterson ES we talk about the 3 Pillars( Respect, Responsibility, Readiness)
  - d. Educators will work collaboratively with students and families to improve student behavior.
- C. On a regular basis (e.g., weekly), educators will identify students who need additional behavioral supports.
  - a. Identified students will receive supplemental behavioral intervention aligned to the school's MTSS framework.

### **Kesterson Reassessment Opportunities**

Kesterson Elementary will explore and implement reassessment practices and reevaluate procedures as new policies are adopted. Processes from schools at this stage of implementation regarding reassessment opportunities will be utilized to inform the District reassessment guideline. Students will be able to reassess after they have shown re-learning

- A. An alternate or abbreviated assessment with 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).

- B. A student's grade should accurately reflect new learning. The current higher proficiency level of the student will replace previous evidence.
- C. All classroom teachers will offer retakes on any summative assessment after students have been able to prepare. Examples include but are not limited to the following:
  - Teacher conferencing and goal setting
  - Small group instruction
  - Class reteaches with new instructional tools and strategies
  - Reviewed notes
  - Reread the passage, story or article
  - Online Practice tools
- D. Summative reassessments are not unlimited. At Kesterson Elementary reassessments over topics should not be administered more than 2 times per standard. Summative reassessments **must be completed no later than two weeks prior to the end of the semester** unless the summative is administered in the last two weeks of the semester.
- E. Educators should recognize when curriculum spirals and standards are revisited throughout the year, separate reassessment opportunities may not be needed since they are already embedded in the curriculum design (e.g., Kindergarten foundational skills).
- F. \*Reassessment accommodations written in students' Individualized Education Program (IEP) and/or Section 504 Plan supersedes District reassessment guidelines.

Reassessment Is	Reassessment Is Not
<ul style="list-style-type: none"> <li>● An opportunity for students to show new mastery of a skill or content honoring students learn at different rates.</li> <li>● Prioritized for identified standards.</li> <li>● Coupled with a timeline and new learning that addresses student deficits.</li> <li>● Only for learning targets/standards students did not master.</li> <li>● Using an alternate method of assessment based on student needs.</li> <li>● A natural part of learning, as the curriculum spirals through the year.</li> <li>● Preparing students for workplace practices where tasks must be redone until they represent acceptable quality.</li> </ul>	<ul style="list-style-type: none"> <li>● A way for students to game the system by redoing assessments repeatedly until they are satisfied with their grade.</li> <li>● Provided for every assessment on every standard.</li> <li>● Retaking the test right away without any preparation or deadlines.</li> <li>● Doing all parts of the assessment again.</li> <li>● Taking the same test until answers have been memorized.</li> <li>● Making ten different assessments for each standard.</li> <li>● Making students irresponsible and unprepared for the real world.</li> </ul>

***Kesterson Elementary School Reassessment Stakeholder Responsibilities***

<b><i>Educators</i></b>	<b><i>Students</i></b>	<b><i>Families</i></b>
<ul style="list-style-type: none"> <li>● Align classroom expectations based upon schoolwide expectations and communicate with students and families.</li> <li>● Meet with PLCs to identify students who need additional</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in practicing classroom expectations.</li> <li>● Be involved in the reassessment process by actively participating in learning.</li> <li>● Be a reflective learner.</li> <li>● Complete a reassessment</li> </ul>	<ul style="list-style-type: none"> <li>● Support the school's reassessment policy through active participation in the student's educational journey.</li> <li>● Regularly check grades in Infinite Campus/Canvas to be aware of student progress.</li> <li>● Communicate with educators about</li> </ul>

<p>learning.</p> <ul style="list-style-type: none"> <li>● Offer reteaching opportunities to identified students by designing guided discourse and/or modeling lessons.</li> <li>● Reteach and reassess the standard(s), ensuring alignment, as part of Tier I instruction if most students are not successful on a summative assessment.</li> <li>● Use various assessment methods aligned to the standards to capture new evidence of learning.</li> <li>● Replace old evidence of learning with new evidence of learning in the Grade Book in a timely manner.</li> </ul>	<p>reflection after each summative assessment the student may want to reassess.</p> <ul style="list-style-type: none"> <li>● Optional: Communicate reassessment request to the teacher.</li> <li>● Advocate for an opportunity to demonstrate additional learning by retaking assessments for identified grade-level standards.</li> <li>● Actively participate in additional learning opportunities (e.g., completing aligned formative assignments) and self-reflect on progress to ensure new learning has taken place before reassessment.</li> </ul>	<p>reassessment opportunities for skills a student has not mastered.</p> <ul style="list-style-type: none"> <li>● Assist students at home with new learning on identified standards or learning targets.</li> </ul>
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### Reassessment Kesterson Elementary Guidelines

- a. Reassessment opportunities will be given for students who have not met standards within the identified NVACS/NVACS Connectors and District curriculum, establish a timely opportunity for reteaching and relearning, and communicate expectations to students and families.
- b. Students who have met standards within the identified NVACS/NVACS Connectors and District curriculum may request a reassessment opportunity. Students and families may request and participate in a reassessment opportunity in a timely manner (based on the schoolwide policy) after receiving assessment results to collaboratively develop a plan for new learning.
- c. Educators will provide reteaching opportunities for students. Strategies can include modeling and guided discourse. Examples at Kesterson will be as follows:
  - i. Teacher conferencing and student goal setting
  - ii. Small group instruction
  - iii. Class reteaches with new instructional tools & strategies
  - iv. Observational data/ and/or performance task, oral arguments & explanation of thinking
  - v. Online practice tools (see above)
- d. Educators can evaluate which standards students need additional reteaching opportunities through data analysis during Professional Learning Communities (PLCs).

### Communication to Students and Families

- A. Consistent Communication regarding student progress is a vital component to ensuring students receive the support needed to be successful.
- B. Communication of grades via the Infinite Campus Grade Book must be done in accordance with [Regulation 5122](#).
- C. Scores and grades entered in the Grade Book will be current, allowing students time to reflect on and improve their grades.
- D. Utilizing MAP data parent conferencing offered at each benchmark to support classroom progress while analyzing growth and goal setting.