

Judith Steele Elementary School
Grading Reform Policy
2025-2026

The Clark County School District (CCSD) and Steele Elementary School are 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. [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.

Mindset

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

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

Core Beliefs

- We are a champion for students! Supportive grading practices provide hope and compassion for students while demonstrating mastery of the standards. All students who are not successful on summative assessments will have the opportunity to reassess for identified grade-level standards.
- Professional Learning Communities (PLCs) are a critical component to student success. Educators use PLCs to plan, create/evaluate assessments, and analyze student data.
- Students take ownership of their education by reflecting and engaging in additional instructional opportunities when they have unfinished learning.
- Accuracy matters. Providing students with full credit for what they know when they know it is our responsibility as educators to ensure all students succeed.

Steele Elementary School Grading Scales

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

Infinite Campus Gradebook Category Weighting for Steele ES

Formative Assessments for Learning - 10% Weight in Gradebook

<i>Formative: Assessment for Learning</i>
<p>*Used by educators and students during instruction to provide actionable feedback and inform ongoing teaching and learning strategies.</p> <p>*Low stakes; carries little to no weight in the Grade Book.</p> <p>*Includes informal classroom-based assessments (e.g., exit tickets, classwork, quizzes, observations, checklists).</p> <p>*Excludes universal screeners, diagnostics, or the District interim assessment (e.g., MAP Growth).</p>

Summative Assessments of Learning 90% Weight in Gradebook

<i>Summative: Assessment of Learning</i>
<p>*Used to measure mastery of standards after learning has occurred.</p> <p>*High stakes; the majority of the student's grade is based on summative evidence.</p> <p>*Includes formal classroom-based assessments (e.g., unit tests, projects, presentations, performance tasks, semester exams).</p> <p>*Excludes District and state cumulative assessments (e.g. SBAC, MAP, NAA, WIDA).</p>

Late Work Policy

- Steele teachers will post grades within 5 school days in Infinite Campus from the due date of each assignment.
- Scores will not be reduced on assignments and assessments when submitted past the due date.
- "L" = Late work and hasn't been submitted and in the gradebook.
- "L" carries NO weight in the gradebook.
- Once an assignment has been submitted, the "L" will be replaced with a score reflecting the student's academic performance level.
- Students will have five school days to complete any "L" late assignment.
- **The mark "M" in Infinite Campus is used to document an assessment that is missing and hasn't been submitted** and is a score of 50%.
- Once the missing 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.
- If the student does not submit the missing work by the common established school deadline (minimum of five school days) 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.**
- Procedures for scoring unsubmitted work past established deadlines must be in accordance with Regulation 5122.

Parents and guardians will be notified of grades posting and any late assignments through the Campus Portal notifications, as well as, checking their student's backpacks daily for communication and/or feedback on assignments. Be sure alerts from Campus Portal have been activated for your student.

Reassessment Policy

All students will have the opportunity to retake assessments after instruction has been provided again and relearning has occurred. Students scoring below a 70% on a summative assessment may retake that assessment up to two times and within 10 days after the posted summative assessment. Students who have previously demonstrated mastery (70% or higher), but would still like to retake an assessment, will have one opportunity to do so. Requests for retaking an assessment must be completed using the K-2 or 3-5 Retake Form, which is available through your child's teacher. All reassessments must be taken prior to the Late Work Deadlines. All standards are measured by year end mastery and assessments are a reflection of the level of mastery at that moment in time. Standards can be reassessed throughout the year to measure mastery.

Homework Policy

- Homework that is assigned to students has no weight within the gradebook.
- Homework is used for practice or extension of learning only.
- Homework is not a category within the gradebook.
- Assigned homework should not exceed 50 minutes per day from home.
- Contact your child's teacher should you see an extensive amount of time is being taken to complete homework.

Parent Communication - Teacher Conferences

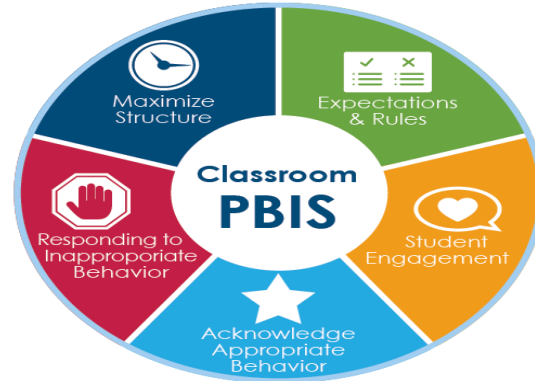
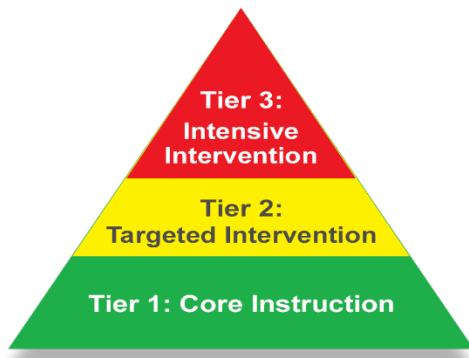
Steele ES teachers will communicate with families weekly using Class Dojo, Infinite Campus, The Tuesday Folder and other classroom newsletters. Grades will be updated in Infinite Campus by the end of each school week or within 5 days of a summative assessment.

Progress/Unsatisfactory Reports will be posted on Infinite Campus each mid-term in October and March.

The parent-teacher conference is one of the most effective ways of sharing information about a student's educational progress. Parents have an opportunity to help teachers understand their child, and teachers can clarify in greater detail the kinds of experiences the student is having in school. All parents are encouraged to attend PSTAPT during the week of October 14. There will be no school for students on Monday, October 14, so that teachers have the opportunity to meet with every parent.

Other conferences may be requested by the teacher or parent as needed and a specific day and time will be scheduled. Please make every effort to attend conferences when they are scheduled. Parents can contact their child's teacher via email or Class Dojo. All staff contact emails are posted at ccsdsteele.wixsite.com. It is by working cooperatively that we can provide the best education for your child.

Steele's Positive Behavior Intervention and Supports and Multi-Tiered System of Supports



Learner behaviors are explicitly taught to students in order to build a solid foundation for learning and promote student success. Learner behaviors/habits of work are measured using a school-based behavior rubric linked below. Academic grades do not include learner behaviors/habits of work (e.g., homework completion, attendance, late or missing assignments, participation, or personal responsibility). Students will be awarded an E, S or N for their behavior as noted on the Report Card. Behavior progress will be communicated with families as needed throughout the year.

E Exceptional Progress

S Satisfactory Progress

N Needs Improvement

[Judith Steele ES - Student Expectation Matrix](#)

[Learner Behavior Grading Rubric](#)

[Clark County School District Code of Conduct](#)

Retake forms

[K-2](#)

[3-5](#)

[CCSD Grading Reform Guidelines](#)