

Las Vegas Academy & Clark County School District

2024-2025 Grading Guidelines

Overview

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 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.

Grading Scale

Grades shall not be influenced by behavior or other nonacademic measures (e.g., late or missing assignments, attendance, participation, responsibility).

A	90-100%	Excellent
B	80-89%	Above Average
C	70-79%	Average
D	60-69%	Below Average
F	50-59%	Emergent

Grade Weighting Categories:

- A. Quarter Grades will be based **80% on Summative Assessment** and **20% on Formative Assessment**

Formative: Assessment <u>for</u> Learning	Summative: Assessment <u>of</u> Learning
<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).● No reassessments allowed● Late work allowed (see Submission Process)	<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).● <i>All formative assignments must be submitted before re-taking the summative assessment</i> (see Reassessment Process)

- B. A minimum of 3 formative and 3 summative assessments shall be recorded for each quarter grading period.**

- C. Semester Grades will be based on quarter grades and semester exams.

Quarter 1/3 40%

Quarter 2/4 40%

Semester Exam 20%

Semester exam scores below a 50% will be adjusted to the minimum score on the District grading scale (e.g., if a student earns a 32% on the semester exam, the score is adjusted to 50%).

- D. Teachers will score and communicate student progress on individual assignments toward mastery of the standards. The equitable grading scale will be applied at the end of 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%*).
- E. 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.

Late Work Submission Process

Students will communicate with their teachers and explain why assigned work is late.

Note:

- A. The mark “M” in Infinite Campus will be used to document an assessment that hasn’t been submitted by the deadline and will be calculated as a 0% due to *no evidence*.
 - a. Once late work has been submitted, the “M” will be replaced with a score reflecting the student’s academic performance level.
 - b. The deadline to submit late work is two days before the make-up reassessment date decided by the teacher.
- B. Teachers may provide students the resources to complete late work (e.g., a copy of the classwork, rubric, related resource material) during assigned lunch detention.
- C. A student who disregards assigned lunch detention will be assigned mandatory after-school detention by the Character & Compliance Office (*even if the missing work was subsequently turned in*).
- D. Regularly, educators will generate a *Late and Missing Assignments* report within Infinite Campus to identify students with incomplete work and send it to parents.
 - a. Students who chronically submit late work should be identified to receive supplemental academic and/or behavioral interventions aligned to a school’s Multi-Tiered System of Support (MTSS) framework.

Summative Reassessment Submission Process

To best serve our students, it is important to understand the areas in which our students need support. Teachers have the discretion to require Students to submit an online Google form in order to request to retake a summative assessment ([LVA Reassessment Reflection Form](#)).

Note:

- A. Requests should be submitted within two (2) school days from the “passback” date.
- B. Teachers will provide/require additional studying, assignments, or instruction to prepare for the reassessment and will be available to assist students during office hours or by appointment. In order to qualify for reassessment of summative tests/projects/performances, students will complete any missing formative assignments for the unit.
- C. 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).
- D. ***Each summative assessment will be administered twice. After the first assessment’s results are passed back and reviewed with students, the teacher will share the reassessment date as determined by the teacher. After the reassessment date, any incomplete summative assessments will be scored as a zero in the gradebook.***
- E. Students will ***receive the highest score*** of the two assessments.
- F. ***All assessment opportunities will conclude no later than one week before the end of the quarter.*** The teacher will roll the grade into the following term if they cannot allow a student the full week after the “passback.”
- G. Semester Exams are not eligible for retakes.
- H. ***Given an extenuating circumstance, a teacher, student, or parent may refer the student to the Multi-Tiered Systems of Support (MTSS) Committee for evaluation and possible extended wraparound services and/or temporary modification to these guidelines.***

Homework:

- A. Homework expectations are in accordance with Policy 6143 and Regulation 6143.
- B. Homework is given at the discretion of each teacher and will be an extension of learning or additional practice.

Reporting Behaviors

- A. Academic grades will not include learner behaviors/work habits (e.g., homework completion, attendance, late or missing assignments, participation, responsibility).
- B. Learner behaviors/habits of work will be measured using the school-based behavior rubric.
 - a. Behavior and other nonacademic measures will be reported separately in the Citizenship section (no weight) of Infinite Campus.**
 - b. Regularly (e.g., weekly), educators will identify students who need additional behavioral support aligned to the school's MTSS framework.

Other References

- A. [2024-2025 Las Vegas Academy Citizenship Rubric](#)
- B. [LVA School-Wide Systems of Support - Grading](#)
- C. [Lunch & Learn flier](#)