

SRJ BAILEY ES



GRADING POLICIES

INDEX

- COMMUNICATION STUDENTS/FAMILIES
- GRADEBOOK AND GRADING POLICIES
- HOMEWORK POLICY
- LATE WORK POLICY
- REASSESSMENT POLICY
- REPORTING BEHAVIOR
- SUCCESSFUL LEARNER BEHAVIOR RUBRIC

Communication to Students and Families

- Communication of grades via the Infinite Campus Grade Book must be done in accordance with [Regulation 5122](#).
- Unsatisfactory notifications will be sent out via email/Class Dojo at regular intervals as determined by our reporting calendar.
- Scores and grades entered in the Grade Book must be current, allowing students time to reflect on and improve their grade prior to the end of the marking period.
- Team members will host and offer parent training on accessing and checking Infinite Campus.

Major Standards:

Math
Grades K-5 will focus their instruction on the major cluster standards of the grade as identified by Achieve the Core within the first 110 instructional days. The first few weeks of instruction will not be used to review or remediate the prior's grades' content but instead on the major clusters that support the major work of the grade.

Reading
Grades K-5 will use pacing guides that plan to have all major content standards taught within 110 instructional days.

Grade Book and Grading Policies

CCSD Regulation 5121 reports student achievement in elementary schools (grades Kindergarten through fifth) to identify mastery of grade level Academic Content Standards/Nevada Academic Content Standard Connectors and District curriculum in designated content areas, ensuring equity and accuracy in reporting. Grades shall not be influenced by behavior or nonacademic measures (e.g., late or missing assignments, attendance, participation, responsibility).

Mindset

- At Bailey ES, our grading policies are focused on the following principles:
- A. Grading practices are equitable and supportive of student learning.
 - B. Grades are based on a body of evidence aligned to the Nevada Academic Content Standards/Nevada Academic Content Standard Connectors (NVACS/NVACS Connectors) and the 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

All schools will utilize the grading scale, 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).

Elementary Grading Scales				
Kindergarten	Grades 1-5		Specials	Standards-Based
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		
	W Working on standards below grade level			

Infinite Campus Grade Book Category Weighting

At Bailey ES, effective as of the 2023-2024 school year:
Formative 0%, Summative 100%

- A. Infinite Campus Grade Book categories will be clearly communicated by the school to students and families before the start of the school year.

SRJ Bailey ES Homework Policy

- Educators at SRJ Bailey ES will not assign weekly homework packets.
- Educators will collaborate to ensure consistency at the grade level when dealing with unfinished classwork sent home. Deadlines and expectations must be clearly articulated and shared with the families.
- Educators must work with the students/families to communicate missing/incomplete work and develop a plan to help students meet the expectations.
- Work not previously taught and thoroughly explained in class will never be sent home.
- Educators will not assume that students have assistance at home and/or extra materials to complete tasks.
- **Educators can assign nightly reading at the student's instructional level.**
- Educators may assign math fact skills and sight word practice to increase math fact and sight word fluency. **Skill practice should never exceed 10 minutes.**
- Work will never be sent home on Holidays and weekends.
- **Homework must carry no weight in the Grade Book;** progress must be reported as a learner's behavior/habit of work, not as an academic grade. Assignments completed at home should not be entered as a summative grade, as it will not accurately reflect a student's mastery of that standard.
- Bailey's homework policy must be communicated to the families in the teacher's welcome letter or ten days after a student's initial enrollment.
- Please refer to [Policy 6143](#) and [Regulation 6143](#) for additional information regarding CCSD's Homework Policy. Policy 6143 defines the purpose of homework as an extension of the instructional program of the schools in kindergarten through grade twelve.

Bailey ES Late Work Policy

- Scores are not reduced on assignments and assessments submitted past their due date.
- Educators will use the mark “M” in Infinite Campus to document an assessment that is late and hasn’t been submitted.
 - The “M” score is 50% in the Grade Book.
- 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.
 - The mark “L” carries no weight in the Grade Book.
 - If a student does not submit the late work by the commonly established school deadline (which is two weeks after the original due date) and the teacher is unsuccessful in eliciting evidence of the student’s learning, the “M” will remain in the Grade Book, and the score stays at 50 percent.
- Educators must notify students and families of late work via Infinite Campus and ClassDojo in a timely manner (e.g., before the end of that instructional week to allow families and students time to submit the late assignment).
 - Teachers must communicate the deadline for acceptance of late work.
 - Teachers must clearly communicate that late work not submitted by the common deadline results in a grade of 50 percent due to there being no evidence of learning.
 - Teachers must provide students and families with resources to complete late work (e.g., a copy of the classwork, rubric, and related resource material).
- Regularly, educators must generate a Late or Flagged Assignments report within Infinite Campus to identify students with excessive late work.
 - 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 succeed throughout the learning process.
 - 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 appropriate.
 - For more information on generating this report, visit the [Infinite Campus Best Practice in Grading FAQ](#).

Bailey Reassessment Policy

Educators at Bailey ES will use multiple means to assess student mastery levels. All students will be provided with opportunities to engage in self-assessment, reflection, revision, and reassessment to ensure mastery of the NVACS/NVACS Connectors and District curriculum. Pacing guides identify essential standards to be assessed throughout the school year. District guidance for each grade level/content area is utilized to ensure school consistency.

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

Reassessment Guidelines:

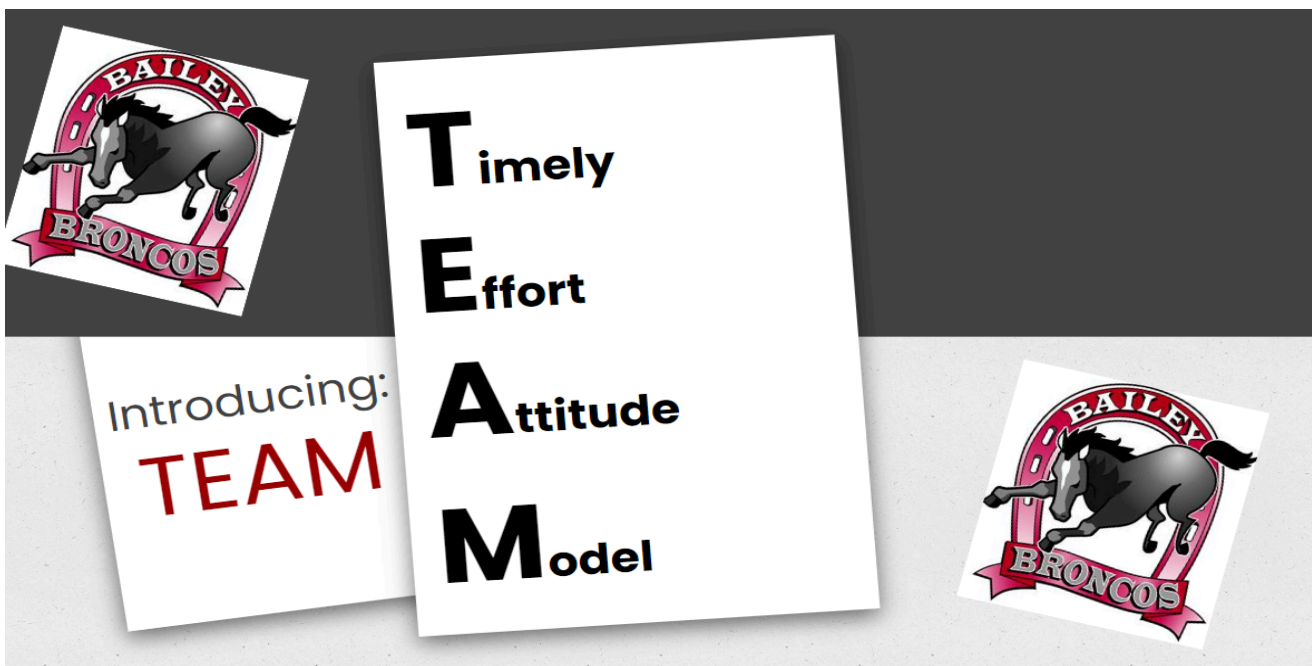
- Students who have not yet met standards within the identified NVACS/NVACS Connectors and District curriculum must have a timely opportunity for reteaching, relearning, and reassessment.
- An alternate or abbreviated assessment with the same rigor can be administered to elicit evidence of new learning. Various assessment methods (e.g., performance tasks, selected-response assessments, and/or written responses) should be considered.
- A student's grade must accurately reflect new learning. The student's current higher proficiency level replaces previous evidence.
- Summative reassessments are limited. They must be completed no later than two weeks after administering the assessment. Summative assessments administered in the last two weeks of the term can be reassessed up to three days after the initial assessment was administered.
- The curriculum is designed to spiral standards, with mastery expected by the end of the year. Reassessment opportunities are naturally embedded within the curriculum, ensuring continuous learning and reinforcement. For English Language Arts, reassessment opportunities naturally occur during the year and are ongoing. The most recent evidence of learning will be communicated as standards are reassessed during future assessments.
- Educators should recognize when curriculum spirals and standards are revisited throughout the year; different reassessment opportunities may not be needed since they are already embedded in the curriculum design (e.g., kindergarten foundational skills).

- ILT will work with the staff to create systems for students to request reassessment opportunities; **students must demonstrate action based on self-assessments and/or self-reflection before the reassessment opportunity.**
- Reassessment accommodations in IEPs and/or Section 504 Plans supersede District reassessment guidelines.

Learner Behaviors

- ☐ The school develops schoolwide expectations and explicitly teaches/reteaches throughout the school year.

School-wide Expectations



T E A M

School Wide Expectations

Timely be on time and complete tasks on time

Effort be prepared and focused

Attitude be positive, kind and work hard

Model be a good leader by following all school and classroom rules



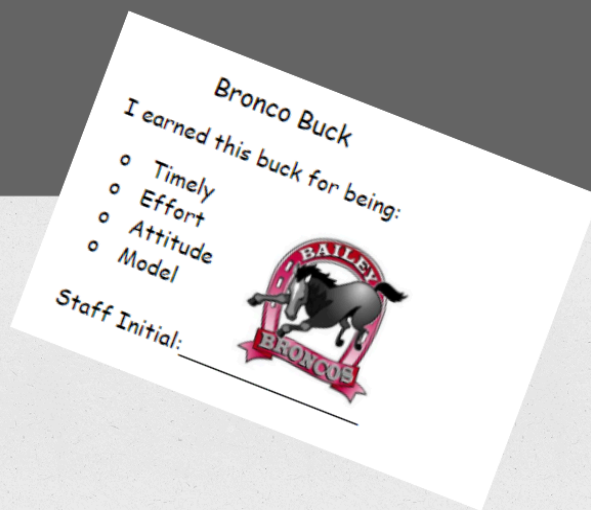
[Bailey ES Behavior Matrix](#)

[SRJ Bailey PBIS Flowchart and Intervention Menu](#)

Acknowledgment System:

BRONCO Bucks
BRONCO Bucks
BRONCO Bucks

Oh my word...



The Silver & Gold Horseshoe

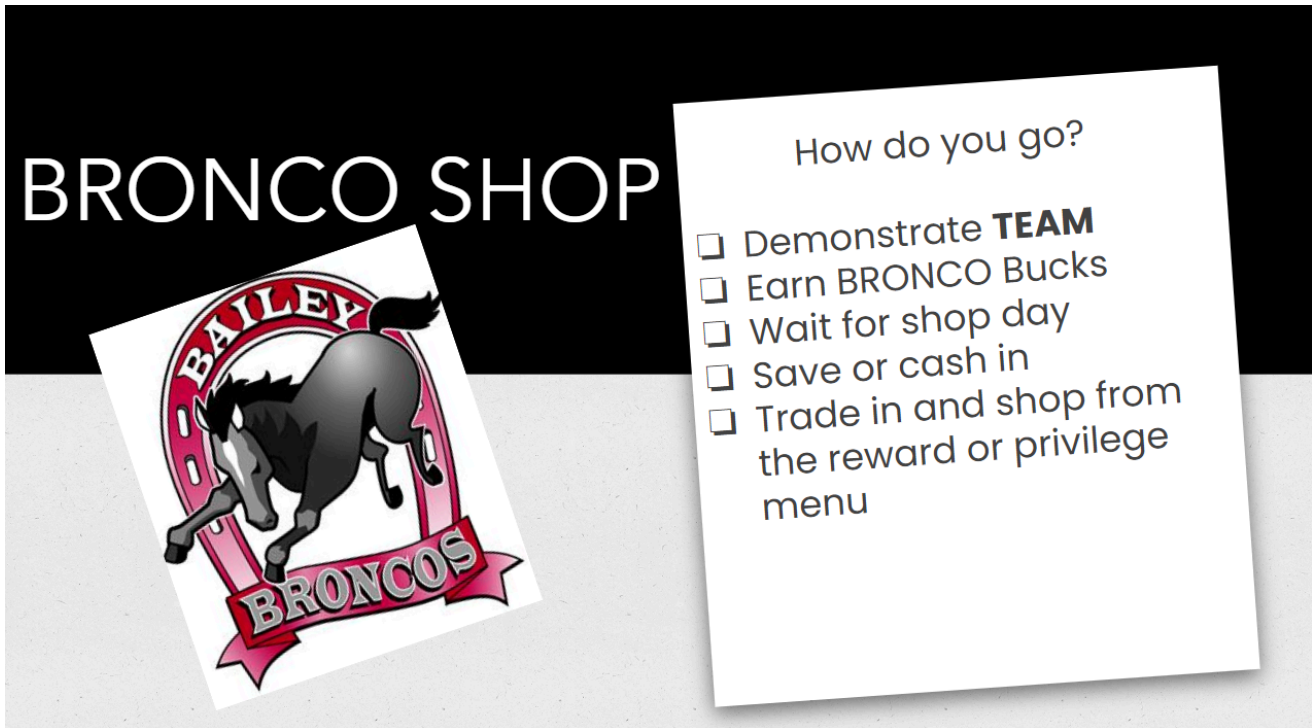
Gold Horseshoe is:
Individual award
Earned for
achievement
Can be cashed in
for prizes or
privileges



Silver Horseshoe is:
Class award
Earned by the
class modeling TEAM
Can be cashed in
for prizes or
privileges



Bronco Shop Information:



Learner Behavior System:

The progression of learning behaviors is outlined on the PBIS Flowchart.