



CLARK COUNTY SCHOOL DISTRICT

# PATHWAY FOR SUCCESS

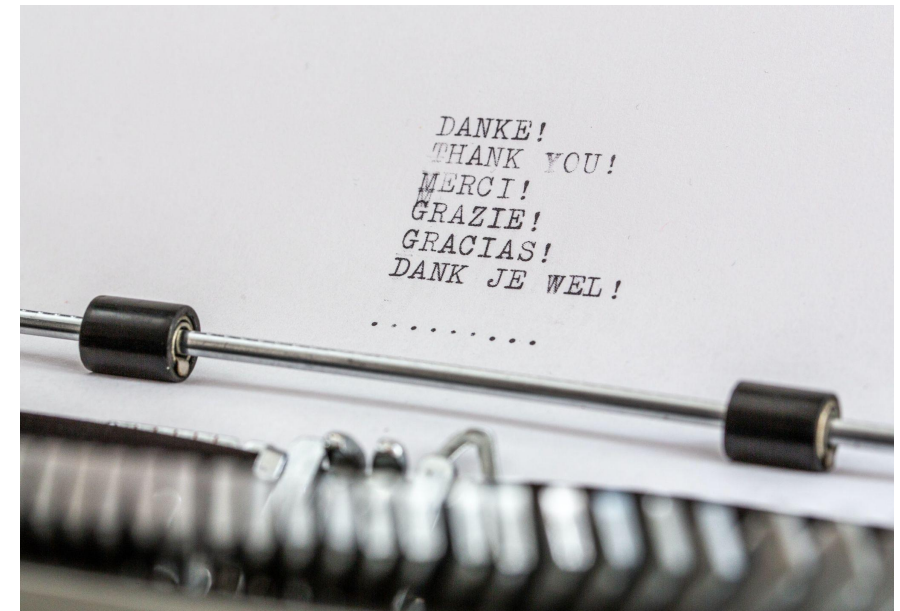
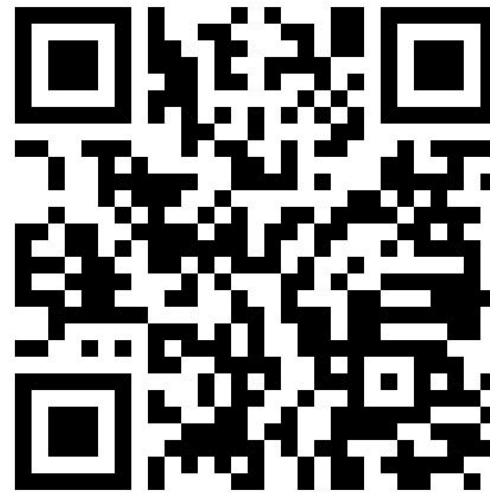
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*May Elementary  
School*

January 2023  
Community Meeting



Thank you for taking an active role in your child's educational journey.



# GOALS

- Understand the shifts in classroom instruction and how student progress is communicated.
- Promote student success through equitable grading by exploring priorities in Regulation 5121, Student Progress: Grading (Grades Kindergarten through Twelve).
  - School-Wide Grading Policy



# WHY THE SHIFT?

- Standards and expectations have changed.
- Opportunities for all students to succeed.
- Accurate communication to families and students is required for success.
- Support from our school community is critical.



# PRIORITY AREAS

- Implement an equal (balanced) grading scale.
- Remove behavior from the grading process.
- Implement a consistent reassessment policy to include opportunities for reflection, revision, and reassessment in order to ensure mastery of the Nevada Academic Content Standards (NVACS) and District curriculum for all students.
- Implement consistent weighting and categories in the Infinite Campus Gradebook for recording formative and summative assessments.



# IMPLEMENT AN EQUAL (BALANCED) GRADING SCALE

<i>Elementary Grading Scales</i>				
<i>Kindergarten</i>	<i>Grades 1–5</i>		<i>Specials</i>	<i>Standards-Based</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	4 Exceeds 3 Meets 2 Approaches 1 Emergent

- Provides equity and accuracy in grade calculations.
- Equal interval scale reporting achievement from 50–100 percent.

# REMOVE BEHAVIOR FROM THE GRADING PROCESS

- Academic performance will be the only factor included in student grades.
- Students are not penalized through the academic grade for late work submitted within the established guidelines, participation, responsibility, etc.
- Behaviors will be reported separately as a successful learner behavior or citizenship grade.

# REMOVE BEHAVIOR FROM THE GRADING PROCESS AT May Elementary School

## School-wide CHAMPS

We continue to be a Champs school, utilizing the procedures and structures within the Champs program. Students will be given teacher's expectations for each lesson to provide clear understanding and so all students understand what they are responsible for throughout the lesson.

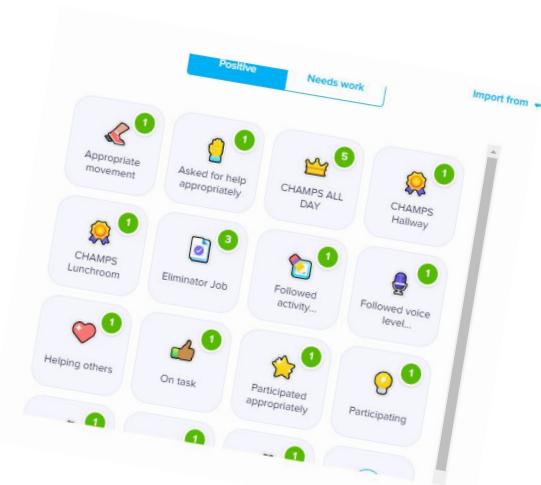
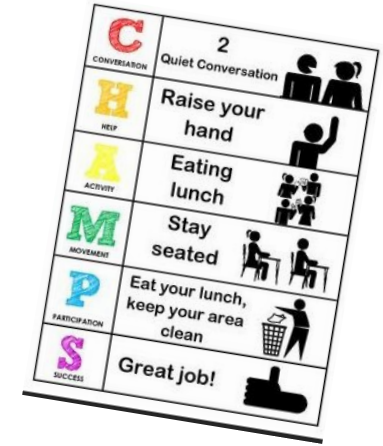
**All staff** have been trained and support the use of CHAMPS school-wide.

## Class Dojo ( SCHOOL-WIDE DOJO)

May Elementary uses the classroom management system of Class Dojo school-wide. All parents are allowed to join their student's class dojo classroom which helps to initiate two-way communication with parents.

- The use of Class Dojo keeps parents involved and up to date on happenings within your classroom and school activities.
- School-wide behavior categories are used to provide students with positive points for showing good behavior.
- There are multiple features that are used in Class Dojo, to enhance classroom management.
- Parents are able to see their student's behavior points throughout the day.

School-wide Dojo behaviors will also be used for all classes so that all staff can address students' behavior throughout the school.





# IMPLEMENT A CONSISTENT REASSESSMENT POLICY

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>

- Include opportunities for reflection, revision, and reassessment in order to ensure mastery of the NVACS and District curriculum for all students.

# REASSESSMENT POLICY AT May Elementary School

- District requirements:
  - L is to be entered for late work for a minimum of 5 days
  - M entered to = minimum F
  - Reassessments and missing assignments can be completed up to and no later than 2 weeks before the end of the grading period.
  - Students who receive below 70% on a summative assessments can reassess. **Students who do not pass with a 70% after being reassessed will be invited to attend Academic Mornings for reteaching before they can be reassessed again.**
  - Point values and weighting 1<sup>st</sup> - 5<sup>th</sup>
  - Formative/practice/quiz/classwork, 20%
  - Project- (piece of a standard)
  - Test- summative of entire standards 80%

# CONSISTENT WEIGHTING AND CATEGORIES

## Recording Formative and Summative Assessments

2021–2022:

- Formative 0–25 percent
- Summative 75–100 percent

2022–2023:

- Formative 0–20 percent
- Summative 80–100 percent

2023–2024:

- Formative 0–20 percent
- Summative 80–100 percent



Low Stakes = Practice



High Stakes = Game Day

# WEIGHTING AND CATEGORIES AT May Elementary

## Recording Formative and Summative Assessments

2021–2022:

- Formative 0–25 percent
- Summative 75–100 percent

2022–2023:

- Formative 0–20 percent
- Summative 80–100 percent

2023–2024:

- Formative 0–10 percent
- Summative 90–100 percent



Low Stakes = Practice



High Stakes = Game Day



“The way we grade should motivate students to achieve academic success, support a growth mindset, and give students opportunities for redemption.”

*Author Joe Feldman, Grading for Equity*

Questions?



CCSD   

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**CLARK COUNTY**  

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**SCHOOL DISTRICT**

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