



**GLEN TAYLOR
ELEMENTARY**

CCSD- 2026-27 Grading Guidelines-Revised Regulation 5121

Overview

The Clark County School District (District) and Glen Taylor ES 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 will be executed at Glen Taylor Elementary.

Elementary School Grading Philosophy and Practices/ *Core Beliefs:*

1. Championing Student Success

We are champions for students. Grading practices at our school are grounded in hope, compassion, and a commitment to ensuring every student has the opportunity to demonstrate mastery of grade-level standards. Students who do not initially demonstrate proficiency on summative assessments will be provided additional instructional support and opportunities to reassess or receive grade replacement for identified standards based on demonstrated learning.

2. Collaborative Professional Learning

Professional Learning Communities (PLCs) are essential to student success. Educators will collaborate through PLCs to plan instruction, develop and evaluate assessments, and analyze student data to determine next steps and provide targeted instruction that meets the needs of all learners.

3. Goal Setting and Student Growth

Goal setting is an integral part of the learning process and supports students in developing skills, confidence, and a growth mindset. Students will engage in setting, monitoring, and reflecting on academic goals as they work toward mastery of grade-level standards.

4. Student Ownership and Reflection

Students are encouraged to take ownership of their learning by reflecting on their progress using formative success criteria and actively participating in additional learning opportunities when unfinished learning is identified. Through reflection and perseverance, students develop the habits necessary for lifelong learning.

5. Commitment to Accurate Reporting

Accuracy in grading matters. Grades should communicate what students know and are able to do based on grade-level standards. Educators are committed to providing students learning and ensuring grades reflect current levels of understanding. Through timely feedback and intentional support, we will provide pathways for students to acquire new learning and achieve success.

Mindset

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 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

Glen Taylor 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).**

Glen Taylor Grading Scale

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

Specials: E= 85-100, S- 70-84, N= 50- 69

Infinite Campus Grade Book Category Weighting

- A. Glen Taylor Elementary leadership will establish consistent weighting for all courses. Weighting must fall within the designated ranges for each school year.
 - a. 2026-27: Formative 10%, Summative 90%
- B. Infinite Campus Grade Book categories will be clearly communicated by the school to students and families.
- C. 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. Administration must approve the use of the W for each student.
 - g. The student is currently working below grade-level standards and is receiving targeted intervention

support to address gaps in foundational skills and content knowledge. Continued support and practice are intended to accelerate progress toward grade-level expectations.

- h. The student is currently working below grade-level standards and receives specialized instruction through an Individualized Education Program (IEP). Please refer to the IEP progress report for detailed information regarding progress toward individualized goals.
- i.

Examples of Assessment types used at Glen Taylor:

| <i>Formative: Assessment for Learning</i> | <i>Summative: Assessment of Learning</i> |
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| <p>At Glen Taylor the following:</p> <p>Formative Assessments: Assessment for Learning</p> <p>At Glen Taylor Elementary School, formative assessments are used to monitor student progress and provide timely feedback to support mastery of grade-level standards. Formative assessments are intended to inform instruction and guide intervention rather than serve as a final measure of learning.</p> <p>Formative evidence may include, but is not limited to, exit tickets, quizzes, student goal setting, teacher conferencing, reteaching activities, worksheets, collaborative tasks, and other classroom learning experiences that demonstrate progress toward mastery of a specific standard or skill.</p> <p>The following practices guide formative assessment at Glen Taylor:</p> <ol style="list-style-type: none"> 1. Quarter 1 Emphasis on Formative Assessment: Due to the spiraling nature of Tier 1 instructional materials, formative assessments are emphasized during the first quarter in grades 1–5 to monitor learning progress and identify instructional needs across content areas. 2. Reteaching and Ongoing Feedback: Formative assessment tools are used throughout the learning process to provide feedback, identify misconceptions, and guide reteaching and intervention opportunities. 3. Student Reflection and Goal Setting: Incremental success criteria are utilized to support student reflection, self-advocacy, goal setting, and conferencing. These practices help students recognize areas of strength, identify unfinished learning, and engage in strategies that promote continued growth. 4. Use of Diagnostic and Screening Data: | <p>At Glen Taylor the following:</p> <p>Summative Assessments: Assessment of Learning</p> <p>At Glen Taylor Elementary School, summative assessments are used to measure students’ mastery of grade-level standards after instruction and learning have occurred. Summative evidence provides the most accurate representation of a student’s current level of proficiency and constitutes the majority of the overall grade.</p> <p>The following practices guide summative assessment:</p> <ol style="list-style-type: none"> 1. Standards-Based Evidence of Mastery: Summative assessments may include unit tests/topic tests/ module assessments, performance tasks, projects, presentations, personal communication, selected-response items, written responses, and other formal classroom-based assessments aligned to grade-level standards. 2. Replacement of Previous Evidence with Current Mastery: Due to the spiraling nature of the reading, writing, and language arts curriculum, students will have multiple opportunities to demonstrate increasing levels of proficiency. As students demonstrate improved understanding, previous assessment scores may be replaced to ensure grades reflect the most recent and accurate evidence of mastery by the end of the school year. 3. Mathematics Reassessment Opportunities: Students will be provided opportunities to reassess mathematics topic assessments to demonstrate improved understanding of grade-level standards. Students in grades 2–5 are expected to engage in additional practice, reteaching, or intervention activities prior to reassessment. 4. Alternative Methods for Demonstrating Learning: When appropriate and based on individual student needs, alternate methods of assessment may be used to provide students equitable opportunities to demonstrate mastery of grade-level standards. |

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| <p>Universal screeners, diagnostic assessments, and district interim assessments (e.g., i-Ready) are used to determine students' current skill levels, identify learning gaps, and inform instructional supports and interventions needed to ensure progress toward grade-level standards.</p> <p>Formative assessments are designed to support learning by providing multiple opportunities for students to receive feedback, reflect on progress, and demonstrate growth over time.</p> | <p>5. Exclusion of District and State Assessments: District and state cumulative assessments, including SBAC, WIDA, NAA, ACT, and CTE assessments, are used to inform instruction and monitor progress but are not included in classroom grades.</p> <p>6. Commitment to Accuracy: Summative grades are intended to communicate what students know and are able to do. When students demonstrate higher levels of proficiency over time, grades should reflect the most current evidence of learning and mastery rather than averaging early attempts with later success.</p> <p>Through multiple opportunities for learning and reassessment, Glen Taylor Elementary School is committed to ensuring that grades accurately reflect student achievement and growth toward grade-level standards.</p> |
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Late Work (Glen Taylor School Wide Policy in Alignment with District Guidelines)

- A. Scores are not reduced on assignments and assessments submitted past the due date.
- B. The mark “L” in Infinite Campus is used to document an assessment that is late and hasn’t been submitted.
 - a. The mark “L” carries no weight in the Grade Book/Infinite Campus.
 - b. The “L” will be switched to an “M” after being late for 1 week and will drop grade as it will be minimum F “50%”
 - i. Intermediate grades use canvas and will not show an “M” in IC but an L 50% which also delineated a minimum “F”
 - c. Once late work is submitted, the “L” is replaced with a score reflecting the student’s academic performance.
 - d. If a student does not submit the late work two weeks prior to the end of the semester which would be due no later than December 4, 2026 and May 6, 2027. If the teacher is unsuccessful in eliciting evidence of the student’s learning, the “L” is changed to an “M” in the Grade Book and the score becomes a 50 percent due to no evidence at the end of each semester as indicated by the dates of 12/4/26 and 5/6/27.
 - e. Procedures for scoring unsubmitted work past established deadlines must be in accordance with Regulation 5122.
- C. Teachers will notify students/families of late work via Infinite Campus in a timely manner (e.g., within 1 week of the missed due date).
 - a. Teacher will clearly communicate the deadline for the acceptance of late work within the semester it is assigned.
 - b. Teacher will clearly communicate that late work not submitted by the deadline of 12/4/26 and 5/6/27 will result in a 50 percent, due to no evidence.
 - c. Teachers will provide students and families with resources to complete late work (e.g., a copy of the classwork, rubric, canvas assignment, and related resource material).
 - d. Additional communication (e.g., a cellular phone, approved electronic systems) may be used in accordance with [Regulation 4100](#).

Homework/ Work at Home (Glen Taylor School Wide Policy in Alignment with District Guidelines)

- A. Homework expectations are in accordance with Policy 6143 and Regulation 6143.
- B. Educators work collaboratively with their grade-level/course team to set a common school expectation for work at home that supports students' practice of instructional standards but is not mandatory but incentivized.
- C. Homework should be used for practice or as an extension of learning. This may look like the following:
 - a. Grade Level Reading Challenges/ Reading independently (Grades 2-5)/Read to (Grades K-1)
 - i. Writing support items

1. Sentence Activities
 2. Summarizing
 3. Single Paragraph Outline and paragraph
- b. Practicing Math facts
 - c. IXL pathway and assigned work- In Clever
 - d. Reflex/Frax (1-5 grades) Math Fact Practice - In Clever
 - e. Spelling/phonetic word lists- Focus on phonetic skills
 - f. Vocabulary practice
 - g. Writing projects/organization tools (organizers)
 - h. Family projects
 - i. Voluntary lesson extensions
 - j. Spiral review practice
 - k. Choice boards
 - l. Practice skills from Envisions lessons daily
- D. Completion status of homework must carry no weight in the Grade Book; progress must be reported as a learner behavior/habit of work, not as an academic grade. Goal completion or limited skill improvement may be slowed if students do not do additional practice at home.
- E. Any work sent home should be communicated to families. This will include practice or “unfinished classwork”, or “enrichment” and will not be graded except as learner behaviors. Classroom teachers may choose to incentivize work at home completion as a whole group.

Reporting 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 through learner behaviors we talk about through the Big 6. [See Matrix :](#)
 - d. Educators will clearly communicate the schoolwide behavior expectations. At Glen Taylor we talk about the 3 Pillars(Respect, Responsibility, Readiness) [Link](#)
 - e. Educators will work collaboratively with students and families to improve student behavior through supporting PBIS rewards to support positive expectations.
- 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 and the use of individual behavior plans/reward and tracking plans.

Glen Taylor Reassessment Opportunities

Glen Taylor Elementary School is committed to ensuring that grades accurately reflect students’ current levels of proficiency. Reassessment practices will continue to be reviewed and refined as District policies evolve and best practices emerge. Reassessment opportunities are intended to provide students with additional opportunities to demonstrate mastery following evidence of relearning. Reassessment applies to summative assessments only.

The following guidelines govern reassessment practices:

1. Evidence of Relearning Required

Students must demonstrate evidence of relearning prior to reassessment. Relearning opportunities may include teacher conferencing, targeted practice, intervention, goal setting, corrective feedback, or additional instruction aligned to success criteria.

2. Alternative Assessment Methods

For standards that are not recursive, an alternate or abbreviated assessment of equivalent rigor may be administered to provide evidence of new learning. Various assessment methods may be utilized, including performance assessments, personal communication, selected-response items, and written responses.

3. Grades Reflect Current Proficiency

Student grades should accurately reflect the most current level of learning. When students demonstrate a higher level of proficiency, the new evidence will replace previous evidence of learning. In recursive subjects such as English Language Arts, grades will reflect the student's current and highest demonstrated level of proficiency.

4. Embedded Reassessment Through Spiraling Curriculum

The spiraling nature of the reading, language, and writing curriculum provides students with multiple opportunities throughout the school year to revisit and demonstrate mastery of standards. As standards are retaught and assessed, grades may be replaced to reflect improved proficiency. Elementary grade-level standards are designed for end-of-year mastery, and instruction follows progression documents that support multiple opportunities to develop the depth and complexity of each standard.

5. Mathematics Reassessment Opportunities

Summative reassessments are not unlimited. For mathematics topic assessments, students may reassess a standard no more than two additional times after participating in relearning activities. Reassessments must be completed no later than two weeks prior to the end of the grading period, unless the original summative assessment is administered during the final two weeks of the term.

6. Student Goal Setting and Reflection

Reassessment opportunities are supported through student goal setting and conferencing with the teacher. Success criteria are used to help students identify areas of strength, determine unfinished learning, and establish goals that promote continued growth and confidence.

7. Curriculum with Embedded Opportunities for Mastery

When standards are intentionally revisited through spiraling curriculum design, separate reassessment opportunities may not be necessary because additional opportunities to demonstrate mastery are already embedded within instruction. This is particularly evident in primary grades and foundational literacy skills.

8. Individualized Accommodations and Modifications

Reassessment accommodations or provisions documented in a student's Individualized Education Program (IEP) or Section 504 Plan supersede district and school reassessment guidelines and will be implemented as required.

Through intentional relearning opportunities and multiple pathways for demonstrating mastery, Glen Taylor Elementary School is committed to ensuring that grades accurately communicate student achievement and support every learner's journey toward grade-level proficiency.

Reassessment Is

Reassessment Is Not

Reassessment Is

At Glen Taylor Elementary School, reassessment is an integral part of the learning process and reflects our commitment to ensuring grades accurately communicate student mastery of grade-level standards. Reassessment is:

- **An opportunity for students to demonstrate new learning and mastery** while recognizing that students learn at different rates and may require additional time and support to achieve proficiency.
- **Focused on standards instructed and identified learning targets** for which students have not yet demonstrated mastery.
- **Coupled with relearning opportunities and established timelines** that address specific skill deficits through targeted instruction, intervention, practice, and feedback.
- **Intended only for standards or learning targets that have not yet been mastered**, rather than for reassessing content in which proficiency has already been demonstrated.
- **Flexible in design and responsive to student needs**, allowing for alternate methods of assessment when appropriate to provide equitable opportunities for students to demonstrate learning. (ie. 504, IEP, ELL students)
- **A natural component of the learning process**, particularly in subjects with spiraling curriculum where standards are intentionally revisited throughout the school year.
- **Designed to promote perseverance and continuous improvement**, preparing students for real-world expectations where revisions, reflection, and repeated attempts are necessary to achieve quality outcomes.
- **Embedded within reading language, and writing instruction**, where standards are revisited and reassessed throughout the modules or assessment tools. The spiraling nature of the curriculum provides multiple opportunities for students to demonstrate increasing levels of proficiency and supports end-of-year mastery expectations.

Through reassessment, Glen Taylor Elementary School affirms that learning is a process and that grades should represent a student's most current and accurate level of understanding.

Reassessment Is Not

At Glen Taylor Elementary School, reassessment is intended to support learning and provide students with meaningful opportunities to demonstrate new levels of proficiency. Reassessment is not:

- **A means for students to repeatedly retake assessments until they achieve a desired grade.** Reassessment is intended to reflect new learning and requires evidence of relearning prior to additional opportunities.
- **Required for every assessment or every standard.** Reassessment opportunities are prioritized for standards and learning targets where students have not yet demonstrated proficiency.
- **An immediate retake without preparation, intervention, or established timelines.** Students are expected to engage in relearning activities, goal setting, and teacher feedback before reassessment occurs.
- **A requirement to complete all portions of the original assessment again.** Reassessment may focus only on the standards or learning targets that have not yet been mastered.
- **The repeated administration of the identical assessment.** Alternate or abbreviated assessments with comparable rigor may be used to provide evidence of new learning and prevent memorization of answers.
- **The creation of numerous assessments for every standard.** Teachers will utilize efficient and appropriate methods for collecting evidence of mastery while maintaining the integrity and rigor of grade-level expectations.
- **A practice that lowers expectations or diminishes student responsibility.** Reassessment promotes accountability, perseverance, and a growth mindset while preparing students for real-world experiences where reflection, revision, and quality work are expected.
- **Necessary for all standards.** In subjects with spiraling curriculum and embedded opportunities for mastery, additional reassessment opportunities may not be required because standards are intentionally revisited throughout the school year.

Through purposeful reassessment practices, Glen Taylor Elementary School maintains high expectations while ensuring grades accurately reflect each student's most current level of proficiency.

Glen Taylor Elementary School Reassessment Stakeholder Responsibilities

| Educators | Students | Families |
|---|---|--|
| <ul style="list-style-type: none"> ● Align classroom expectations based upon schoolwide expectations and communicate with students and families. ● Meet with PLCs to identify students who need additional learning. ● Offer reteaching opportunities to identified students by designing guided discourse and/or modeling lessons. ● Will provide incremental success criteria for students to reflect and communicate where they need help. ● Reteach and reassess the standard(s), ensuring alignment, as part of Tier I instruction if most students are not successful on a summative assessments when applicable ● Use various assessment methods aligned to the standards to capture new evidence of learning. ● Replace old evidence of learning with new evidence of learning in the Grade Book in a timely manner. | <ul style="list-style-type: none"> ● Engage in practicing classroom expectations. ● Be engaged and use incremental success criteria for students to gauge and communicate where they are in the learning. ● Be involved in the reassessment process by actively participating in learning. ● Be a reflective learner. Complete a reassessment reflection after each summative assessment the student may want to reassess. ● Optional: Communicate reassessment request to the teacher. ● Advocate for an opportunity to demonstrate additional learning by retaking assessments for identified grade-level standards. ● 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. | <ul style="list-style-type: none"> ● Support the school’s reassessment policy through active participation in the student’s educational journey. ● Regularly check grades in Infinite Campus/Canvas to be aware of student progress. ● Communicate with educators about reassessment opportunities for skills a student has not mastered. ● Assist students at home with new learning on identified standards or learning targets. |

Glen Taylor Elementary Reassessment Guidelines

Glen Taylor Elementary School is committed to providing students with timely opportunities to demonstrate mastery of grade-level standards through relearning and reassessment practices. Reassessment opportunities are intended to support student growth and ensure grades accurately reflect current levels of proficiency.

Reassessment Procedures

1. Eligibility for Reassessment

- Reassessment opportunities will be provided for students who have not demonstrated proficiency on identified Nevada Academic Content Standards (NVACS), NVACS Connectors, and District curriculum standards.
- Teachers will establish timely opportunities for reteaching and relearning and communicate expectations to students and families.
- Goal Time (9:00–9:15 a.m.) may be utilized for intervention, conferencing, and reassessment opportunities.
- Reassessment opportunities are not required for every standard or content area and may be embedded within the spiraling curriculum.

2. Student and Family Requests

- Students who have demonstrated proficiency and wish to further improve their level of mastery may request a reassessment opportunity in accordance with school guidelines.

- Students and families may collaborate with the teacher to develop a plan for additional learning and establish a reasonable timeline for reassessment.

3. **Relearning Opportunities**

Prior to reassessment, educators will provide targeted relearning opportunities designed to address identified areas of need. Relearning strategies may include:

- Teacher conferencing and student goal setting;
- Small-group instruction and scaffolding;
- Whole-class reteaching using new instructional tools and strategies;
- Performance tasks, observational data, oral explanations, and demonstrations of thinking;
- Technology-based practice and intervention tools, including but not limited to:
 - IXL; and
 - Reflex/Frax for mathematics fact fluency.

4. **Professional Learning Communities**

Educators will utilize Professional Learning Communities (PLCs) to analyze student data, identify standards requiring additional instruction, and determine appropriate intervention and reassessment opportunities.

Communication with Students and Families

Consistent communication regarding student learning and progress is essential to ensuring student success and fostering strong home-school partnerships.

1. Grades and student progress will be communicated regularly to students and families through the Infinite Campus Grade Book in accordance with District Regulation 5122.
2. Teachers will maintain current grades and assessment information to provide students with opportunities to reflect on their progress and engage in relearning prior to the end of each grading period.
3. Parent conferences utilizing i-Ready benchmark and diagnostic data will be offered throughout the year to support goal setting, monitor growth, and discuss instructional supports.
4. Families will be able to use Infinite Campus to check students' grades in all subject areas.
5. Families will be notified when a student is not meeting grade-level expectations. An unsatisfactory progress notice will be issued at least once each quarter, and parents/guardians will be asked to review, sign, and return the notice.
6. Ongoing communication regarding interventions, student goals, and academic progress may occur through conferences, phone calls, email, Infinite Campus, or other school communication platforms to ensure families are informed and engaged in supporting student learning.

Through collaborative communication and timely intervention, Glen Taylor Elementary School is committed to ensuring every student has multiple opportunities to achieve grade-level proficiency and experience academic success.