

The Clark County School District (CCSD) is committed to student success by embodying the core values of equity, accountability, and high expectations for all students. To achieve this vision, we are committed to communicating student progress accurately, consistently, and in a manner that is supportive of student learning. Through the implementation of Regulation 5121, educators will ensure equitable and fair grading practices that focus on increased student learning. The CCSD Reassessment Guidelines serve as a consistent foundation as schools develop their site-based reassessment policy. School policies must align to the following CCSD guidelines.

**Core Beliefs**

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

Reassessment is...	Reassessment isn't...
<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 need.</li> <li>● A natural part of learning as curriculum spirals through the year.</li> <li>● Preparing students for workplace practices where tasks must be redone until they are of acceptable quality.</li> </ul>	<ul style="list-style-type: none"> <li>● A way for students to game the system by redoing assessments over and over again until they are happy with their grade.</li> <li>● Provided for every assessment on every standard.</li> <li>● Taking the test again right away without any preparation or deadlines.</li> <li>● Doing all parts of the assessment again.</li> <li>● Taking the same exact test until answers have been memorized.</li> <li>● Making ten different assessments for each standard.</li> <li>● Making our students irresponsible and unprepared for the real world.</li> </ul>

**CCSD Regulation 5121**

Academic grades shall use multiple means to assess mastery and will include opportunities for reflection, revision, and reassessment in order to ensure the mastery of Nevada Academic Content Standards (NVACS)/NVACS Connectors and District curriculum for all students. Pacing guides will be used to identify essential standards that should be assessed throughout the school year. Guidance for each grade-level/content area will be available to ensure consistency amongst schools.

### Elementary Guidelines

- Students who have not met standards: Schools will establish reassessment opportunities for students who have not met standards within the identified NVACS/NVACS Connectors and District curriculum, establish a timely opportunity for reteaching and relearning, and communicate expectations to students and families.
- Students who have met standards: Students who have met standards within the identified NVACS/NVACS Connectors and District curriculum can request a reassessment opportunity. Students and families may request and participate in a reassessment opportunity in a timely manner (based on the schoolwide policy) after receiving assessment results to collaboratively develop a plan for new learning.
- An alternate or abbreviated assessment at the same rigor can be administered to elicit evidence of new learning. A variety of assessment methods should be considered (e.g., performance assessment, personal communication, selected response, and/or written response).
- A student’s grade should accurately reflect new learning. The current higher proficiency level of the student will replace previous evidence.
- Summative retakes must be completed no later than two weeks prior to the end of the term, unless the summative is given in the last two weeks of the term.
- Please note: Educators should recognize when curriculum spirals and standards are revisited throughout the year, separate reassessment opportunities may not be needed since they are already embedded in the curriculum design (e.g., Kindergarten foundational skills).

	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<b>Kindergarten</b>	2 Meets	1 Does Not Meet
<b>Grades 1-5</b>	A 90-100% Excellent B 80-89% Above Average C 70-79% Average	D 60-69% Below Average F 50-59% Emergent
	E Exceptional Progress S Satisfactory Progress	N Needs Improvement
	4 Exceeds 3 Meets	2 Approaches 1 Emergent

\*Reassessment accommodations written in students Individualized Education Program (IEP) and/or Section 504 Plan supersedes District reassessment guidelines.

<b>Stakeholder Responsibilities</b>			
Administrators will...	Educators will...	Students will...	Families will...
<ul style="list-style-type: none"> <li>● Establish a schoolwide reassessment policy that aligns with the CCSD Reassessment Guidelines.</li> <li>● Communicate the schoolwide reassessment policy to educators and families.</li> <li>● Provide translations of the schoolwide assessment policy, as needed.</li> <li>● Engage educators and parents/guardians in</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in professional learning opportunities to enhance understanding of reassessment and schoolwide policies.</li> <li>● Align your <a href="#">classroom expectations</a> based upon schoolwide expectations and communicate to students and families.</li> <li>● Meet with PLCs to identify students who need additional learning.</li> <li>● Offer reteaching opportunities to</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in practicing classroom expectations.</li> <li>● Be involved in the reassessment process by actively participating in their learning.</li> <li>● Be a reflective learner. Complete the <a href="#">Reassessment Reflection</a> after each summative assessment.</li> <li>● Optional: Communicate reassessment request to your teacher via <a href="#">Google Form</a>.</li> </ul>	<ul style="list-style-type: none"> <li>● Support the school’s reassessment policy through active participation in the educational journey of their student.</li> <li>● Regularly check grades in Infinite Campus to be aware of student progress.</li> <li>● Communicate with educators about reassessment opportunities for skills their student has not</li> </ul>

<p>professional learning opportunities to enhance their understanding of reassessment.</p> <ul style="list-style-type: none"> <li>● Monitor implementation of the schoolwide reassessment policy.</li> <li>● Provide the space for discussion by facilitating the scheduling of PLCs to ensure reassessment is addressed.</li> <li>● Monitor Grade Books to ensure students are receiving reassessment opportunities.</li> <li>● Engage in conversations with educators, students, and families to support reassessment practices.</li> </ul>	<p>identified students by designing guided discourse and/or modeling lessons.</p> <ul style="list-style-type: none"> <li>● Reteach and reassess the standard(s), ensuring alignment, as part of Tier I core instruction if the majority of students are not successful on a summative assessment.</li> <li>● Use <a href="#">a variety of assessment methods</a>, aligned to standards, to capture new evidence of learning.</li> <li>● Replace old evidence of learning with new evidence of learning in the Grade Book in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>● Advocate for an opportunity to demonstrate additional learning by retaking assessments for identified grade-level standards.</li> <li>● Actively participate in additional learning opportunities and self reflect on their progress to ensure new learning has taken place before reassessment.</li> </ul>	<p>mastered.</p> <ul style="list-style-type: none"> <li>● Assist student at home with new learning on identified standards or learning targets.</li> </ul>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

**Secondary Guidelines**

- Students who have not met standards: Schools will prioritize establishing reassessment opportunities during the school day for students who have not met standards within the identified NVACS/NVACS Connectors and District curriculum.
  - Schools may offer reassessment opportunities before school, after school, or when possible, during the school day.
  - The school-based plan for reassessment must not exclude students from the opportunity due to limited transportation before or after school, participation in after-school activities, and family circumstances (e.g., after school employment, other family responsibilities).
  - Schools will also establish a timely opportunity for reteaching and relearning, communicating expectations to students and families.
- Students who met standards: Students who have met standards within the identified NVACS/NVACS Connectors and District curriculum can request and participate in at least *one* reassessment opportunity per each summative assessment. Students will have five school days to communicate with their classroom teacher after receiving assessment results.
- Students must complete a school-based reassessment reflection to collaboratively develop a reasonable plan for new learning.
- An alternate or abbreviated assessment at the same rigor can be administered to elicit evidence of new learning. A variety of assessment methods should be considered (e.g., performance assessment, personal communication, selected response, and/or written response).
- A student’s grade should accurately reflect new learning. The current higher proficiency level of the student will replace previous evidence.
- Summative retakes must be completed no later than a week prior to the end of the term.
- Reassessment opportunities will not be offered for final exams/semester exams.
- Dual credit courses will utilize the grading scale and policies aligned with the partnering Nevada System of Higher Education institution school, department, and/or division.
- Please note: Educators should recognize when curriculum spirals and standards are revisited throughout the term, separate reassessment opportunities may not be needed since they are already embedded in the curriculum design (e.g., revisiting genres of writing).

	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<b>Grades 6-12</b>	A 90-100%    Excellent B 80-89%    Above Average C 70-79%    Average	D 60-69%    Below Average F 50-59%    Emergent
	E Exceptional Progress S Satisfactory Progress	N Needs Improvement

\*Reassessment accommodations written in students Individualized Education Program (IEP) and/or Section 504 Plan supersedes District reassessment guidelines.

<b>Stakeholder Responsibilities</b>			
Administrators will...	Educators will...	Students will...	Families will...
<ul style="list-style-type: none"> <li>Establish a schoolwide reassessment policy that aligns with the CCSD Reassessment Guidelines.</li> <li>Communicate the schoolwide reassessment policy to educators and families.</li> <li>Provide translations of the schoolwide assessment policy, as needed.</li> <li>Engage educators and parents/guardians in professional learning opportunities to enhance their understanding of reassessment.</li> <li>Monitor implementation of the schoolwide reassessment policy.</li> <li>Provide the space for discussion by facilitating the scheduling of PLCs to ensure reassessment is addressed.</li> <li>Monitor Grade Books to ensure students are receiving reassessment opportunities.</li> <li>Engage in conversations with educators, students, and families to support reassessment practices.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in professional learning opportunities to enhance understanding of reassessment and schoolwide policies.</li> <li>Align your <a href="#">classroom expectations</a> based upon schoolwide expectations and communicate to students and families.</li> <li>Meet with PLCs to identify students who need additional learning.</li> <li>Offer reteaching opportunities to identified students by designing guided discourse and/or modeling lessons.</li> <li>Reteach and reassess the standard(s), ensuring alignment, as part of Tier I core instruction if the majority of students are not successful on a summative assessment.</li> <li>Use <a href="#">a variety of assessment methods</a>, aligned to standards, to capture new evidence of learning.</li> <li>Replace old evidence of learning with new evidence of learning in the Grade Book in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in practicing classroom expectations.</li> <li>Be involved in the reassessment process by actively participating in their learning.</li> <li>Be a reflective learner. Complete a school-based <a href="#">Reassessment Reflection</a> after each summative assessment.</li> <li>Communicate reassessment request to your teacher based on school policy (e.g., <a href="#">Google Form</a>).</li> <li>Advocate for an opportunity to demonstrate additional learning by retaking assessments for identified grade-level standards.</li> <li>Adhere to deadlines to ensure new learning occurs within identified schoolwide policy timelines.</li> <li>Communicate with teacher once self-reflection has occurred to <a href="#">schedule reassessment</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Support the school's reassessment policy through active participation in the educational journey of the student.</li> <li>Regularly check grades in Infinite Campus to be aware of student progress.</li> <li>Encourage the student to communicate with educators about reassessment opportunities.</li> <li>Support student at home with new learning on identified standards or learning targets.</li> </ul>