

**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**REGULATION No. 513
STUDENTS**

REPORTING STUDENT PROGRESS

Academic reporting of student progress is designed to communicate a student’s progress toward mastery of standards or learning targets to parents and guardians. It is the vision of the Carson City School District that grades are accurate, consistent, timely, meaningful, supportive of student learning, and serve as a communication link between home and school.

In the District, “Mastery” is defined in two different ways, as a percent correct and as a rubric-based score:

1. Earning 80% and above per/standard or learning target on multi-standard assessments and/or assessments that address a single standard using multiple modalities.
2. Achieving mastery per/standard or learning target on standards/learning targets-aligned rubrics.

Official report cards containing final grades will be issued in grades 6-12 two times per year, at the end of the 1st and 2nd semesters. Official report cards containing final grades will be issued in grades K-5 one time per year, at the end of the school year.

Official progress reporting for grades 6-12 will occur two times each year, at the end of quarter one and quarter three. Official progress reporting for grades K-5 will occur three times per year, at the end of quarter one, quarter two, and quarter three. In addition, children in kindergarten through 5th grade will take home a weekly folder which will include their conduct grade for the week; work completed and graded, such as tests and regular assignments; school newsletter, special schedules, and information on important school events.

For students in need of remediation, parents and guardians of K-12 students will receive a progress report no later than the first month of instruction or after the first or second Measurable Unit of Instruction (MUI). Thereafter, District staff will provide necessary interventions and assistance, and maintain contact with parents and guardians on the progress of their student.

Aside from the official progress reports and official report cards previously outlined, progress toward mastery of standards, learning targets, and/or the overall course may take many additional forms: conferences, letters, phone calls, newsletters, and other avenues of personal contact. In addition to official reports, teachers are expected to maintain reciprocal communication between parents or guardians when students show signs of academic struggle that may lead toward failure. Any reports made to parents must be clear, accurate, grammatically correct, and represent the student’s present level of performance.

An effective system of grading student achievement can help students, teachers, and parents or guardians better assess student progress toward mastery of standards or learning targets and assist students in advocating for their own learning.

REGULATION No. 513 – CONTINUED

In order for gradebooks and report cards to accurately reflect the District’s vision, elementary schools have shifted from a Quarter System (4 Terms) to a Cumulative Year-Long System (1 Term), and the middle schools (grades 6-8) have adopted the high schools’ semester approach and will no longer average quarter grades together to create a composite semester grade.

To further align the District’s grading system, the middle schools (grades 6-8) have adopted the high schools’ grading scale, by removing minus grades from the previous middle school grade scale. At the secondary level, the student’s grade is based on his/her achievement toward mastery of assessed standards and/or learning targets. The middle and high school grade scales in all subject areas is as follows (note: there are no pluses or minuses in grading):

Grades 9-12			Grades 6-8		
A	excellent	(90%-100%)	A	Maintaining Mastery	(90% - 100%)
B	above average	(80% - 89%)	B	Achieving Mastery	(80% - 89%)
C	average	(70% - 79%)	C	Approaching Mastery	(70% - 79%)
D	below average	(60% - 69%)	D	Remediation	(60% - 69%)
F	failure	(below 60%)	F	Failure	(Below 60%)

The standards-based grading system in the elementary grades (K-5) in all subject areas is as follows:

Grades K-5	
3	Mastery of Standards
2	Approaching Mastery of Standards
1	In Need of Remediation of Standards

Appeal of any grade should begin with the teacher, then the school site administrator whose decision may be appealed to the Superintendent for final determination.

Reference: NRS 392.025, 392.118, 392.456

Adopted: April 15, 1981
Revised: October 11, 1988
Revised: September 25, 2007
Revised: August 25, 2008
October 9, 2012 - Title Change
August 28, 2018