

### ***Grading, Interventions, Course Exemptions and Class Ranking***

The Lyon County School District is committed to providing fair, accurate, specific, and timely feedback in order to identify student areas of strength and needs of improvement to ensure successful completion of all courses and ultimately success in college and career. Therefore, all grading practices in Lyon County schools will adhere to the following principles:

Truthfulness	Grades students receive must meet worthwhile goals informed by current standards and understandings in the education community. Grades should reflect how well a student has mastered a set of learning targets and give students timely feedback and opportunities to remediate and reassess their knowledge and skills. Behavior is modified outside of the gradebook so grades simply reflect learning.
Reliability	Grades have reliability when similar performance between two students receives the same grade from one classroom teacher as another teaching a similar course.
Impartiality	Grades are not based on any non-academic criteria such as the student's gender, race, ethnicity, parental involvement, etc.
Understandability	Grades students receive must convey clarity as to what the student knows and is able to do along with the student's next steps in learning.

#### **Grades K–4: Standards-Based Reporting**

In grades K through 4, student progress is reported using a 4-point proficiency scale. This scale measures the level of mastery for specific priority standards rather than a cumulative percentage. The report card will show priority standards for core subjects (Language Arts, Math, Science, Social Studies). Teachers will link specific assignments, success criteria, and scores to the standard being assessed, providing context for the mark received. Individualized teacher comments are essential for offering narrative feedback for actionable steps to move the student forward when additional support is needed. Educators

will select the standards that require this narrative feedback and provide it in a timely manner.

Standards-Based Reporting (4-Point Scale)

<u>Score</u>	<u>Description</u>	<u>Community Language</u>
<u>4</u>	<u><b>I Can Show You This Skill(s) and Apply It in New Ways:</b> The student consistently demonstrates a thorough and independent understanding of the skill and extends that knowledge by applying it to unexplored situations or complex tasks.</u>	<u>Advanced Mastery Level</u>
<u>3</u>	<u><b>I Can Show You This Skill(s) Independently:</b> The student consistently demonstrates a thorough and independent understanding of the skills and concepts taught in relation to the standard.</u>	<u>Mastery Level</u>
<u>2</u>	<u><b>I Can Show You This Skill(s) With Support:</b> The student is approaching and developing toward the standard but demonstrates a more limited understanding. Additional teacher support is still needed for consistency.</u>	<u>Developing Level</u>
<u>1</u>	<u><b>I Cannot Show You This Skill(s) Yet:</b> The student is having difficulty meeting the standard and is unable to demonstrate an understanding of skills and concepts taught without extensive or intensive teacher support.</u>	<u>Instructional Level</u> <u>- Sign of immediate need for Tier 1 Differentiation*</u>
<u>N/A</u>	<u><b>The Skill(s) Has Not Been Assessed Yet:</b> The standard was not the focus of instruction during the current reporting period.</u>	<u>For standards not taught in the current quarter</u>

\*Note: A student cannot fail an athletic or community eligibility check solely for receiving a '1' on a standard that has only been partially assessed or for which limited evidence exists.

Grades 5–6: Hybrid Reporting Model

To bridge the transition between elementary and secondary education, grades 5 and 6 utilize a hybrid model. Students receive traditional letter grades (A–F) which will be calculated using categories that are explicitly connected to a set of priority standards. These categories will be weighted equally. Tasks will be grouped into major academic classes (English Language Arts (ELA), Math, Science, Social Studies). The district’s gradebook software will require teachers to tag all major assignment scores to the specific NVACS standard they measure, making sure the scores are clear and accurate across the district. These scores will be connected to success criteria for clear transparency to students and families.

Hybrid Reporting

Grade	Description	Rationale	Score
A	<u>I Can Show You This Skill(s) Independently and/or Apply It in New Ways: The student consistently demonstrates a thorough and independent understanding of the skill and extends that knowledge by applying it to unexplored situations or complex tasks.</u>	<ul style="list-style-type: none"> <li>• <u>Advanced Mastery level</u></li> <li>• <u>Superior</u></li> </ul>	100% to 90%
B	<u>I Can Show You This Skill(s) Independently: The student consistently demonstrates a thorough and independent understanding of the skills and concepts taught in relation to the standard.</u>	<ul style="list-style-type: none"> <li>• <u>Mastery level</u></li> <li>• <u>Above Average</u></li> </ul>	89% to 80%
C	<u>I Can Show You This Skill(s) With Support: The student is approaching and developing toward the standard, but demonstrates a more limited understanding. Additional teacher support is still needed for consistency.</u>	<ul style="list-style-type: none"> <li>• <u>Developmental level.</u></li> <li>• <u>Average</u></li> </ul>	79% to 70%
D	<u>I Cannot Show You This Skill(s) Yet: The student is having difficulty meeting the standard and is unable to demonstrate an understanding of skills and concepts taught without extensive or intensive teacher support.</u>	<ul style="list-style-type: none"> <li>• <u>Instructional Level</u> <ul style="list-style-type: none"> <li>○ <u>Sign of immediate need for Tier 1 Differentiation</u></li> </ul> </li> </ul>	69% to 60%
F	<u>I Cannot Show Any Evidence Of This Skill Yet: The student has been given opportunities to demonstrate the skill, but no evidence is available. Educators can also use an “M” for missing to represent missing evidence in individual assignments.</u>	<ul style="list-style-type: none"> <li>• <u>Sign of immediate need for Tier 1 Differentiation</u></li> <li>• <u>Failing</u></li> </ul>	59% to 0%

**Grades 7-12: Traditional Letter Grade Model**

Because many application forms require grade point averages and/or rank-in-class, secondary schools shall compute these statistics using the following guidelines:

Course Point Range	Grade	Value-Standard courses
90-100	A	4.0
80-89	B	3.0
70-79	C	2.0
60-69	D	1.0
<60	F	0.0

The grading scale must be weighted as follows, in accordance with NAC 389.6625:

- a. For completion of an honors (H) course with a grade of A, B, C or D, a value of 0.025 must be added to the value of the grade.
  
- b. For completion of an advanced placement (AP), International Baccalaureate (IB) or approved dual credit (DC) course with a grade of A, B, C or D, a value of 0.050 must be added to the value of the grade.
  
- c. Only grades of A, B, C, D or F are recognized for dual credit courses by LCSD and will be assigned the appropriate value of 0.050. Grades of P, S and U are not recognized by LCSD and will not be transcribed. LCSD will transcript the grade that is associated with the percentage earned (based on the grading scale adopted by LCSD) in the course at the time of transcribing.

Teachers must notify the student and the parent/guardian before assigning a failing grade on a progress report or an official transcript to identify strategies for improving the grade.

Coursework completed during a semester must be applied to the grade in that semester. If final examinations are administered, the total value must not exceed 20% of the semester grade.

Reference: NAC 389.6625

Policy #IK

~~Revised 6/24/25~~

Revised 6/23/26

Standards-Based Grading Administrative Regulations

*Grading, Interventions, Course Exemptions and Class Ranking  
Administrative Regulations*

**Guiding Questions for Grading**

**Truthfulness:**

- Do grades strongly communicate an acceptable level of accuracy related to content knowledge and skill ability to students, parents, subsequent teachers/counselors and other stakeholders?
- Do grades separate student behaviors from student content/skill demonstration?
- Are grades based primarily on student evidence and mastery of tasks, assignments, assessments, etc. that are focused on and directly aligned to Nevada Academic Content Standards?
- Are grades determined using a J-Curve with more weight given for the more recent student evidence of learning?
- Are there multiple opportunities for students to demonstrate mastery?

**Reliability:**

- Are grades for similar product/performance demonstration similar across classrooms of like courses in the same school?
- Do teachers collaboratively focus on effective and accurate grading practices through:
  - collaborative analysis of assessments and tasks?
  - collaborative scoring of student work?
- Do teachers of like courses in the same school agree with consistency on the acceptance of late work, stipulated second chances, homework, etc.?

**Impartiality:**

- Does parental involvement, or lack thereof, impact/alter grades and expectations?
- Is grade distribution consistent with other assessments or benchmarks (CRT's, ACT, MAP, EOC, etc.)?
- Is grade distribution monitored according to subgroups such as gender, race, ethnicity, Direct Cert, etc.?

**Understandability:**

- Do teachers and school leaders ensure that students, parents, subsequent teachers, counselors and other stakeholders understand what student grades reflect in terms of the student's next learning steps?
- Are the categories in the student information system (SIS) consistent throughout the department or school?

- Are grades updated on a weekly basis to provide timely and specific feedback regarding the student's progress?

## Guiding Questions for Interventions

The following guidelines should be used to prevent unnecessary student failure of courses. Schools should combine both early monitoring with specific plans and actions for interventions.

- Do administrators and teachers, while collaborating or in department meetings, collect and analyze failure and potential failure data at least 3-4 times per semester?
- Do administrators monitor failure and potential failure reports early during each semester and throughout the semester?
  - Do teachers or departments develop action plans to address failures with specific strategies as well as monitoring measures and dates to determine if strategies are working (preventing/reducing course failures and increasing student achievement)?
- Did the teacher inform the student **and** the parent/guardian before assigning a failing grade on a progress report or an official transcript?

## Exemptions from Course Requirements

1. Students may be excused from physical education for the following reasons: a. Non-enrollment for physical reasons as certified by a physician's statement. b. Non-enrollment for religious reasons as certified by written statement.
2. Those students presenting parental statements relative to excusing students from specific units of instruction on the human reproductive system, related communicable diseases, and sexual responsibilities in any class may be excused.
3. Those students who present a signed parental statement requesting that the student be excused from the dissection of preserved specimens shall be excused and assigned an alternative activity.
4. SB 147 provides school districts ways to assist students in foster care and/or experiencing homelessness to accrue credits and obtain their high school diploma. SB 147 aligns with existing federal law that requires each state to have procedures which: ensure that homeless children and youths, including unaccompanied youths, are accorded equal access to appropriate secondary education and support services; and remove barriers that prevent such youths from receiving credit for coursework previously completed. For the specific requirements regarding the exemptions, the granting of full/partial credit for coursework, the process for determining credits or course completion, and the graduation requirements outlined in SB 147, please see Policies JH, JHB, and IKF.

## Class Ranking

Computation of grade point averages must be calculated to the fourth decimal place and rounded to the third decimal place. A grade point average that is less than 0.0005 must be rounded down; and one that is 0.0005 or higher must be rounded up. (For example: 3.1256 would round to 3.126 and a GPA of 2.3421 would round to 2.342.)

Rank-in-class shall be determined by the accumulation of grade point averages for course grades that earn one-half credit or more per semester.

## Designation of Honors and Advanced Placement Courses

College and university admission offices, as well as future employers, are most interested in students who have completed a rigorous academic program. Therefore, honors and advanced placement courses may be designated by the superintendent or designee to assure viability throughout the District for all coursework and shall include increased rigor and increased expectations of student performance. The same rigor and performance expectations shall be consistently held at each school within the District. Additionally, each school principal will conduct an annual review of all honors and advanced placement courses to make sure they meet the rigorous standards.

The courses which the superintendent or designee can designate as Honors (H) and Advanced Placement (AP) are (effective for the Class of 2020):

### Career and Technical (CTE)

- 1) Completer/Terminal Courses: H
- 2) Computer Science: AP

### Mathematics

- 1) Calculus: AP
- 2) Pre-Calculus: H

### Science

- 1) Anatomy & Physiology: H
- 2) Chemistry: AP
- 3) Physics: H
- 4) Biology: AP
- 5) Environmental Science: AP

### World Languages and English Language Arts

- 1) English: 1-4 H
- 2) English Language and Composition: AP
- 3) English Literature and Composition: AP
- 4) Spanish Language: AP
- 5) Spanish Literature: AP

Social Studies

- 1) Honors U.S. History: AP
- 2) U.S. Government: AP
- 3) European History: AP
- 4) World History: AP

Fine Arts

- 1) Art Studio: AP
- 2) Studio Art 2-D Design: AP

All Advanced Placement courses and all honors classes will be designated on official transcripts and student records.

### **Western Nevada College (WNC) Jump Start Dual Enrollment Program**

LCSD and WNC have developed a partnership allowing students to earn both high school and college credit while attending an LCSD high school (dual enrollment program). It is the intention of the Board of Trustees that all students participating in dual enrollment programs are working toward an associate degree or certification.

The following guidelines have been established for all students entering a WNC dual enrollment program:

1. Permission to enter a WNC program will be granted based on a student's prior academic history and successfully passing prescribed assessments, as determined by WNC and LCSD.
2. Students enrolled during their junior year are required to participate with the cohort available at their school site. All exceptions must receive prior approval from the principal and superintendent or designee.
3. LCSD will assist in paying tuition for WNC pre-approved college classes, up to 17 credits per semester and 64 total credits over the student's high school experience. Any exceptions must be approved by the principal and superintendent or designee.
4. All dual enrollment classes will be posted on the student's transcript. Only grades of an A, B, C, D or F are recognized for dual credit courses by LCSD and will be assigned the appropriate value of 0.050. Grades of P, S and U are not recognized by LCSD and will not be transcribed. LCSD will transcript the grade that is associated with the percentage earned (based on the grading scale adopted by LCSD) in the course at the time of transcribing.
5. Students are responsible for providing enrollment and schedule information to their principal and Counselor for approval prior to any portion of tuition being paid by the district.
6. Students are responsible for providing WNC grade reports every three weeks to their high school counselor and appropriate WNC staff.
7. LCSD tuition credit payment will be based under the following criteria:
  - a. All credits paid for partially or in full by the district must be taken for credit.
  - b. LCSD will pay all credit costs for students qualifying for Direct Cert.
  - c. LCSD will pay for half of credit costs for students not qualifying for Direct Cert.

- d. LCSD will only pay for each class one time. If a student wishes to retake a class previously paid by the district, then they will be responsible for all tuition and fees associated with that class.
  - e. The student/family will be responsible for reimbursing the district in full for any credits for which the student drops or audits. Students' families failing to reimburse the district for a dropped or audited class will not be eligible for future tuition support as described above.
8. If a student fails a WNC/dual enrollment course or drops a WNC/dual enrollment course without principal and counselor approval, they will be removed from the program. The principal and superintendent or designee may approve a student to remain in the WNC dual enrollment program when extenuating circumstances exist.
- a. If a student fails a WNC course and is given permission by the principal and superintendent or designee to remain in the dual enrollment program, then they will be responsible for 100% payment of all future credits for the next semester. Should the student receive passing grades the next semester, then the principal and superintendent or designee may reinstate their paid participation in the program as outlined above for the final year or semester as applicable. Should the student fail a second course while in the WNC dual enrollment program, they will be removed permanently without exception.

### **Non WNC Jump Start Dual Enrollment Courses**

1. Students taking dual enrollment college courses/credits to count towards their high school diploma must receive pre-approval from their counselor and principal and superintendent or designee.
2. Students and families are responsible for paying for all other approved dual enrollment courses not affiliated with the WNC Jump Start program.
3. All pre-approved dual enrollment college courses will be placed on the student's transcript and calculated into overall GPA, as outlined in this policy.

### **Calculations of Class Rank**

1. Credit received for District approved classes shall be included in computing class rank and must be posted by the end of the seventh semester if they are to be counted in the calculation of achievement honors related to graduation ceremonies.
2. Students may repeat a class to improve upon a grade and have that grade calculated into their grade point average provided that the first attempt continues to appear on the transcript with a designation of NG (no grade) to indicate that the course was repeated. A student may not receive credit twice for a repeated course and the original grade will not be calculated into the overall cumulative grade point average.
3. In computing and determining rank-in-class, all students at a given grade level shall be

included.

4. If a student's record includes courses that are marked in non-traditional fashion, for instance a pass/ fail or credit/no credit basis, the computation of rank-in-class shall be based on those courses with traditional marks only.
5. The methods used to compute rank-in-class shall be reported to students, parents and any authorized transcript recipient.
6. Rank-in-class information shall be released in accordance with District policy.
  - a. To appropriate personnel or;
  - b. At the written request or consent of the student and/or parent;
  - c. In response to formal legal processes.
7. Rank-in-class shall be reported on a numerical basis.
8. The LCSD will recognize a Valedictorian and Salutatorian in addition to students achieving Cum Laude (“with honor”) status. Calculation of Valedictorian and Salutatorian shall be calculated using a cumulative, weighted GPA formula for grades 9- 12, must include the required core courses as listed in policy IKF and must be immediately posted upon completion of the seventh semester to be included in the calculation.
9. The Valedictorian of the class will be the student who has attained the highest overall grade point average calculated on credit posted immediately following the seventh semester of coursework. The Salutatorian will be the student with the second highest rank in class who has met the above criteria. In case of a tie, the highest ACT score will be used as the tiebreaker. In case of a further tie, school principals may designate co-Valedictorians and/or co-Salutatorians. Co-Valedictorians and/or co-Salutatorians may also be designated by the principal when extenuating circumstances exist.
10. Students who have completed four (4) or more semesters in Lyon County schools by the end of the seventh semester of high school and met the aforementioned criteria will be eligible for the honors of Valedictorian and Salutatorian and Cum Laude (“with honor”) status.
11. Recognition will be given to graduating students based on the following overall weighted GPA, and if the student has successfully completed a minimum of 4 H, AP, IB and/or DC classes:
  - 3.7-3.799 Cum Laude (“with honor”) Status
  - 3.8-3.899 Magna Cum Laude (“with great honor”) Status
  - 3.9+ Summa Cum Laude (“with highest honor”) Status
12. The senior class advisor and principal will develop a committee comprised of students and staff to select graduates who will address their peers during the graduation ceremony. Of these, the Valedictorian and Salutatorian will first be given the opportunity to address their peers during the graduation ceremony. Should either student decline the opportunity, the committee may select another student.

13. Grade point average (GPA) will be calculated by the following method:
- a. convert the letter grades to a numerical value (e.g. A=4.0, B= 3.0, C=2.0, D=1.0, F=0)
  - b. add the total grade points (e.g. 20 A's = 80; 2 B's = 6; 1 C = 2; 1 D=1; 1 F= 0, totaling 89)
  - c. divide the total grade points by the total number of classes on the official transcript (e.g.  $89/25 = 3.560$ )
  - d. add the weighted grade for each of the H, AP, IB and DC courses that were successfully completed with an A, B, C or D:
    1. For each H course, add .025 (e.g. 2 H courses =  $.025 \times 2 = .050$ )
    2. For each AP course add .050 (e.g. 2 AP courses =  $.050 \times 2 = .1$ )
    3. For each IB course add .050 (e.g. 2 IB courses =  $.050 \times 2 = .1$ )
    4. For each DC course, add .050 (e.g. 8 DC courses =  $.050 \times 8 = .4$ )
    5. Add the total weighted grade to the GPA (e.g.  $3.560 + .05 \text{ H} + .1 \text{ AP} + .1 \text{ IB} + .4 \text{ DC} = 4.210$ )
    6. The GPA will be calculated to the 4<sup>th</sup> decimal place and rounded to the 3<sup>rd</sup> decimal place.
14. Students enrolled in middle school may have the opportunity to earn high school credit in Algebra/Geometry, Computers, Foreign Language and other courses that are preapproved by the superintendent or designee. The credits earned will be posted to the high school transcript but will not be included in the GPA for grades 9-12.

See below, attached WNC and Non-WNC permission forms.

LCSD and WNC have developed a partnership allowing students to earn both high school and college credit while attending an LCSD high school (dual enrollment program). It is the intention of the Board of Trustees that all students participating in dual enrollment programs are working toward an associate degree or certification. The following guidelines have been established for all students entering a WNC dual enrollment program:

1. Permission to enter a WNC program will be granted based on a student's prior academic history and successfully passing prescribed assessments, as determined by WNC and LCSD.
2. Students enrolled during their junior year are required to participate with the cohort available at their school site. All exceptions must receive prior approval from the principal and superintendent or designee.
3. LCSD will assist in paying tuition for WNC pre-approved college classes, up to 17 credits per semester and 64 total credits over the student's high school experience. Any exceptions must be approved by the principal and superintendent or designee.
4. All dual enrollment classes will be posted on the student's transcript.
5. Only grades of A, B, C, D or F are recognized for dual credit courses by LCSD and will be assigned the appropriate value of 0.050. Grades of P, S and U are not recognized by LCSD and will not be transcribed. LCSD will transcribe the grade that is associated with the percentage earned (based on the grading scale adopted by LCSD) in the course at the time of transcribing.
6. Students are responsible for providing enrollment and schedule information to their principal and Counselor for approval prior to any portion of tuition being paid by the district.
7. Students are responsible for providing WNC grade reports every three weeks to their high school counselor and appropriate WNC staff.
8. LCSD tuition credit payment will be based under the following criteria:
  - a. All credits paid for partially or in full by the district must be taken for credit.
  - b. LCSD will pay for all credit costs for students qualifying for Direct Cert.
  - c. LCSD will pay for half of credit costs for students not qualifying for Direct Cert.
  - d. LCSD will only pay for each class one time. If a student wishes to retake a class previously paid by the district, then they will be responsible for all tuition and fees associated with that class.
  - e. The student/family will be responsible for reimbursing the district in full for any credits for which the student drops or audits. Students' families failing to reimburse the district for a dropped or audited class will not be eligible for future tuition support as described above.
9. If a student fails a WNC/dual enrollment course or drops a WNC/dual enrollment course without principal and counselor approval, they will be removed from the program. The principal and superintendent or designee may approve a student to remain in the WNC dual enrollment program when extenuating circumstances exist.
  - a. If a student fails a WNC course and is given permission by the principal and superintendent or designee to remain in the dual enrollment program, then they will be responsible for 100% payment of all future credits for the next semester. Should the student receive passing grades the next semester, then the principal and superintendent or designee may reinstate their paid participation in the program as outlined above for the final year or semester as applicable. Should the student fail a second course while in the WNC dual enrollment program, they will be removed permanently without exception.

I have read and agree to the above guidelines:

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

Parent's signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's signature \_\_\_\_\_ Date \_\_\_\_\_

Counselor's signature \_\_\_\_\_ Date \_\_\_\_\_

Reference: Lyon County School District Board Policy IK

**Lyon County School District  
Board Policy**

**IK**

1. Students taking dual enrollment college courses/credits to count towards their high school diploma must receive pre-approval from their counselor and principal and superintendent or designee.
2. Students and families are responsible for paying for all other approved dual enrollment courses not affiliated with the WNC Jump Start program.
3. All pre-approved dual enrollment college courses will be placed on the student's transcript and calculated into overall GPA.

I have read and agree to the above guidelines:

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

Parent's signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's signature \_\_\_\_\_ Date \_\_\_\_\_

Counselor's signature \_\_\_\_\_ Date \_\_\_\_\_

Reference: Lyon County School District Board Policy IK