

**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**POLICY No. 513
STUDENTS**

REPORTING STUDENT PROGRESS

The Board of Trustees (the “Board”) recognizes that it is the vision of the Carson City School District that grades are accurate, consistent, meaningful, timely, supportive of student learning, and serve as a communication link between home and the school. The Board recognizes that academic reporting of student progress is designed to communicate students’ progress toward mastery of standard or learning targets within the District’s curricula.

- Accurate grades are grades that reflect what a student is able to demonstrate based on content standards or learning targets.
- Consistent grades are grades where students who perform similarly in the same subject area with different teachers, earn similar grades.
- Meaningful grades are grades that clearly communicate to students and parents or guardians the areas of student strengths and areas in needs of improvement.
- Supportive of Student Learning means that grades are informative, supportive, and reflective of new learning or progress toward mastery.
- Mastery is defined in the District in two different ways, as a percent correct and as a rubric-based score:
 - a. Earning 80% and above per/standard or learning target on multi-standard assessments and/or assessments that address a single standard using multiple modalities.
 - b. Achieving mastery per/standard or learning target on standards/learning targets-aligned rubrics.

The Board envisions that teacher gradebooks will run the length of time for which credit is awarded. At the secondary level, students earn credit for a semester of learning. At the elementary level, students earn “credit” by advancing to the next grade at the end of the school year. In addition, the Board recognizes that it is our vision that grades are “cumulative” and are reflective of student learning, as well as new learning within the credit –bearing term (semester at secondary and school-year at elementary).

The Board directs the establishment of a system of reporting students’ progress toward mastery of standards or learning targets that is supportive of the District’s grading and reporting vision.

Reference: NRS 392.025, 392.118, 392.456

Adopted: August 29, 1979

Revised: October 9, 2012 - Title Change
September 11, 2018