Andrea A. Johnson
Principal

P.S. 246 School Wide Grading Policy

Grades are evaluative instruments that measure students' achievements, efforts, and extent of progress in their classes. The components of a grade should be academically oriented and reflect each student's competency in the course content. Grades are not tools of discipline, nor shall they be based on the students' attitudes or personalities. It is important for teachers to provide meaningful feedback to students regarding their social emotional development, behavioral characteristics, and commitment to responsibility; however, **only academic performance and level of progress should be used in determining content based grades**.

All of the following components shall contribute to the assessment of a student's academic performance: Content area tasks or portfolios; classroom effort and participation and classroom examinations and quizzes. Attendance for school year 2020-2021 during hybrid teaching will not be a factor in determining a student's grade. However, extensive outreach should occur by both the in-person, blended teacher and remote teacher to the extent that poor attendance prevents the student from participating in class activities, completing assignments and projects, taking examinations/end of unit assessments and affects a student's academic trajectory. The attendance outreach team monitors attendance daily and are assigned to support respective grades with outreach as follows: Wendy Pena Kindergarten& First Grades, Vivian Ortiz Second & Third Grades; Pamela Smith/ Fourth & Fifth Grades.

The primary goals of grading and reporting are to:
1. Communicate what each student knows and is able to do in relation to curricula and Next Generation standards.
2. Be a fair representation of a student's performance on a variety of measures over time.

Guiding principles:
Priority will be given to
1. The most recent evidence of student learning of standards and/or checkpoints.
2. The most comprehensive evidence of student learning of standards and/or checkpoints.

Beliefs:
1. All students are consistently held to high expectations.
2. Grades are based on multiple and varied tasks/assessments over time.
3. Grading practices yield grades that are understandable, meaningful and reflective of student learning.
4. Grading scales are precise, clear and fair and are communicated to students and parents.
5. Teachers exercise professional judgment, within the parameters of these required procedures, in their grading practices.
6. Procedures for grading are supported, monitored, and supervised.

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Procedures:
Teachers will assess student learning in a variety of ways over time culminating in three marking periods in November, March and June.

If student(s) are not meeting the standards, re-teaching and re-assessment MUST occur. Re-teaching and re-assessment must become an integral part of the learning cycle to promote student learning. Re-teaching/re-learning may include, but are not limited to, the following:

- Timely feedback on original assignment/assessment
- Tasks assigned by teacher
- Study packet
- Attending a review session
- Computer tutorial
- Peer Tutoring
- Whole or small group instruction
- Teachers communicate standards to students, plan instruction to meet the learning goals, provide timely feedback to students on their performance.
- Re-teaching occurs when teachers or students determine that students are not meeting the standard.

Marking Period Grading:
1. There must be a fair representation of a student's performance on the standards over time. This means using a variety of measures and a variety of methods to demonstrate mastery.

2. There must be meaningful feedback on student achievement to students and parents.

3. There must be consistency among teachers of each respective grade towards teaching to high expectations and the standards.

4. There are two types of assignments/assessments:
a) Formative – Assessments or assignments for practice or for preparation for instruction. These assignments/assessments are to inform instructional decisions and to provide feedback to students to help them build skills and understanding, not to evaluate learning.
b) Summative – Assignments or assessments that are assigned to collect evidence of mastery of a skill and/or understanding after instruction, practice and feedback.

Depending on the purpose, timing and methods, any of the following can be used for formative or summative assessment purposes*:
1. Projects, experiments, investigations
2. Essays
3. Quizzes, tests
4. Homework
5. Multi-media – websites, ideas, brochures
6. Presentations – group discussions and presentations, skits, speeches, multimedia
7. Displays – PBL projects, graphs, concept maps, tables, charts, lap books, dioramas, musical compositions – written or spoken; computer programs, musical, Art-painting, photography, drawing, sculpting
8. On-Demand writing, journals, response to literature logs
9. Discussion and participation – reciprocal teaching groups, group work & presentations

10. NYS Simulation Exams
11. Constructing, building, or assembling projects/models
12. Using skills, knowledge, tools or technology in new situations.

*Please note this list is not exhaustive.

All teachers will follow this school wide breakdown of grading components for each content area on the report card:
ELA Language Arts Overall, Reading, Writing, Mathematics, Science, Social Studies, Physical Education, Social Emotional Development)

Grading Breakdown Content areas on Report Cards		
Percent	Grade Level	Report Card Score
0% - 64% =	Below grade level (Level 1)	identified on report cards as "N"
64% - 74%	Approaching grade level (Level 2)	identified on report cards as "N"
75% - 89%	On grade level (Level 3)	identified on report cards numerically as "3"
90% - 100%	Above grade level (Level 4	identified on report cards numerically as "4"

Assessments: **25-35%**
   Exams and Quizzes

● Overall testing will account for no less than 25% and not more that 35% of the student's grade in both the in-person and remote instructional setting.

Classwork: **30-55%**

● **Projects, content based tasks, presentations, portfolios**   *20% - 35%*

● Teachers shall provide challenging content based tasks/projects for their students based on their appropriate developmental and ability levels that adhere to Next generation grade level standards. Tasks and projects shall be designed by the teacher to enhance students' reading, writing, critical thinking and problem solving skills.

   Class Participation   *10-20%*

● This component of each student's grade is determined by the quality and frequency of each student's performance in class activities, including written assignments, participation in group and individual activities, discussions and projects in class. In this area students shall be graded objectively on the basis of their "achievement level," not in terms of their "personality type."

Sensitivity to those students whose cultural or psychological background, learning disabilities, and/or limited familiarity with English inhibit their verbal participation in classroom activities shall be taken into consideration in the determination of students' performance in this area. Consideration will also be given to those students who are hesitant to visually participate in live instruction while learning remotely.

<u>Homework</u>   **15%**

- Homework will be assigned to students as a reinforcement of concepts taught during the day. Homework provides an opportunity for parents to interact with and understand the content their students are learning so they can provide another means of academic support for students.

<u>Social Emotional Development</u>   **20%**

- Students are immersed daily in our dedicated SEL block of direct instruction supporting social emotional development. Through the implementation of the Second Step K–5 Curriculum suite, students are provided a fully integrated framework for promoting their social, emotional, and academic success.

- We believe that social-emotional skills are essential in order for students to connect with others. They help them to manage their emotions, build healthy relationships, and feel empathy. Some examples of social-emotional skills in use by students are:
  - o Recognizing if someone is sad, and asking if they're ok
  - o Expressing themselves with their classmates/friends in a different way than with their teachers/parents/adults.
  - o Understanding their thoughts and feelings, and being able to relate to others

*Please refer to the 246 Grading Criteria Framework for explicit assessment indicators for this and aforementioned domains.

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