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Principal

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P.S. 246 Schoolwide Grading Criteria 2023-204

1/8/24

In school Criteria	Remote Learning Criteria	In school Criteria	Remote Learning Criteria	In school Criteria	Remote Learning Criteria	In school Criteria	Remote Learning Criteria			
Classwork		Assessments		Social Emotional Development		Homework	N/A			
30%		55%		35%		25%	20%	20%	15%	0%
<p>This includes work completed in the classroom setting. Classwork can include but is not limited to:</p> <ul style="list-style-type: none"> Active participation in whole class and small group settings Completion of in-class assignments and center activities during ELA and Math Writing activities such as shared, interactive, and independent. 	<ol style="list-style-type: none"> 1. Pictures of student work to be sent to google classroom 2. Active participation in whole class, small group settings and 1:1(synchronous and asynchronous) and completion of on-line assignments and activities during ELA, Math and other content areas. 3. Writing activities such as shared, interactive, and independent. 4. Writing prompts including Math prompts or journaling. 	<p>This category includes both traditional and alternative methods of assessing student learning with the goal of proficiency for ELA and/or Math. A combination of ELA and Math assessment tools must be used to determine a student's mastery. In determining the value of specific elements of a student's grade no single component should be weighted in a manner that it alone could cause a student to fail. Additionally, an adequate number of</p>	<p>This category includes both traditional and alternative methods of assessing student learning with the goal of proficiency for ELA and/or Math.</p> <p>i-Ready</p> <ul style="list-style-type: none"> ● I-Ready Path lessons and quizzes with 70% or above for grade level content. ● Grade-level teacher assigned lessons with a passing rate 70% or above. 	<p>Through daily SEL instruction occurring all classrooms students will be able to:</p> <ul style="list-style-type: none"> ● Identify and manage behavior and emotions ● Recognize personal qualities ● Demonstrate skills related to achieving personal and academic goals ● Recognize the feeling and perspective of others 	<p>Student:</p> <ul style="list-style-type: none"> ● Identifies and manages behavior and emotions. ● Demonstrates skills related to achieving personal and academic goals. ● Using appropriate language while posting on the stream, during discussions and while asking questions – Netiquette. ● Asking for assistance during 	<p>This includes all work completed outside the classroom. Homework assignments should be interactive with the families and might include but are not limited to:</p> <ul style="list-style-type: none"> Take home booklets, worksheets or other activities Content specific or theme-related activities Meaningful conversation around books/themes/holidays , etc. 	<p>Under remote learning classwork should be considered as homework as student access and completion times vary.</p> <p>Completed assignments are the classwork students receive daily.</p>			

<p>Hands-on content area experiences (in literacy, math, science, social studies, etc.)</p> <p>Effort and revisions evident in assignments</p>	<p>5. Meaningful conversation on Google Classroom around the ELA & Math tasks, around books/themes/holidays, etc.</p> <p>6. This includes students participating in any remote learning platforms such as:</p> <ol style="list-style-type: none"> IReady Imagine Learning Zearn MyOn Flipgrid Nearpod Responding to comments – self assessments Readworks-multiple choice questions and short responses Peardeck-informal assessments. Flocabulary RazKids Imagine Math Brain Pop Class Dojo InSynch 	<p>assessments must be given to allow a fair calculation of a grade</p> <p>Assessment types can be informal, formal, diagnostic, and observational. Assessments can include but are not limited to:</p> <p>Content specific assessments administered one-on-one or in small groups (F& P, NYC Performance assessments, etc.)</p> <p>End of unit tests</p> <p>Benchmarks</p> <p>Performance-based assessments (including writing, working with manipulatives, etc.)</p> <p>Projects</p> <ul style="list-style-type: none"> Teacher created assessments utilizing NYS 2 and 4 point rubric. <p>Entry and exit tickets such as Flipgrid, Whiteboard.fi, etc.</p> <ul style="list-style-type: none"> Group discussions 	<ul style="list-style-type: none"> Imagine Learning – lessons completed. Informal running records using Raz-kids as an assessment tool. Group discussions Feedback written or 1:1 in relation to grade level standards. Teacher created assessments utilizing NYS 2 and 4 point rubric. Entry and exit tickets such as Flipgrid, Whiteboard.fi, etc. 	<ul style="list-style-type: none"> Use communication and social skills to interact with others 	<p>live or office hours.</p> <ul style="list-style-type: none"> Uses communication and social skills to interact with others while on LME Recognizes the feelings and perspectives of others during remote learning and/or live instruction. <p>Appropriate student responses to teacher outreach included but not limited to:</p> <ul style="list-style-type: none"> Office Hours Playing Games Phone calls Video calls Interaction with their peers and teachers during live instruction 	<p>Google classroom work as assigned by in-person/remote blended teacher.</p>	
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