

P.S. 203 Grading Policy



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GRADING POLICY

PHILOSOPHY AND PURPOSE OF GRADING

Academic grades play an important role in the schooling process. When schools inform students and parents of how grades will be determined in a particular subject, they are defining the standards and instructional requirements for that subject. Report cards are sent to parents informing them of the degree to which student success in learning and in mastering the Common Core Learning Standards (CCLS) have occurred. Report cards provide reinforcement for students and reflect progress and achievement of students' work at the grade level they are assigned - measuring their growth.

Grades serve multiple functions: information and guidance. They serve to do the following:

- Give parents information about their child that will be useful in helping to promote and maintain desirable patterns of behavior and achievement.
- Help identify areas of special ability/areas of difficulty as a basis for realistic self-appraisal and for future educational planning.
- Serve an administrative function in providing data for use in educational planning and decision making

At P.S. 203Q, we believe that grading has a purposeful and useful role in our school. It is the school's desire to make the process both meaningful and helpful to teachers, students, and parents. The P.S. 203Q grading policy follows New York City Department of Education policies and guidelines and reflects professional evaluation by teachers.

Grades, based on documentation, participation, attitude, conduct, and work habits of each individual student, are given on the basis of sound measurement techniques. Students earn grades; teachers do not give grades. **Parents are encouraged to talk to students about schoolwork and grades and contact teachers (first) and administrators (second) whenever there is a question regarding the grading policy.**

Other Grading Protocols

Marking periods 1,2 and 3 grades are based on work done during the marking period.

*****The final grade is the same grade as marking period 3, as this grade accurately reflects proficiency in grade level standards at the end of the year. Therefore, it is not an average of all three marking periods.*****

Sickness and Grade Contestation

Due to sickness and/or emergency circumstances (e.g. death in the family), a student will be able to make up the work up to two-weeks (max) after the marking period ends (applicable for the first two marking periods only).

If there is any question regarding an enumerated grade, parents have one week (after report card distribution) to contest the grade.

GRADING AND REPORTING REQUIREMENTS

Pre-Kindergarten

Pre-Kindergarten children will be assessed in the following areas:

DOMAIN 1: Approaches to Learning

DOMAIN 2: Physical Development and Health

DOMAIN 3: Social and Emotional Development

DOMAIN 4: Communication, Language and Literacy

DOMAIN 5: Cognition and Knowledge of the World;

Including Mathematics, Science, Social Studies, the Arts, and Technology

For More Information please visit:

http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf

Kindergarten

Our Kindergarten students are learning much more than to read, write, do math, and understand key concepts in science and social studies.

Students have daily opportunities for creative, hands-on learning in the visual arts, music, dance, and theater. As they stimulate their imaginations, they use their bodies and minds to learn, grow, and express ideas.

Kindergarten students will be assessed in the following areas:

English Language Arts (Reading, Writing, Listening, Speaking, and Language)

Mathematics

Science

Social Studies

Physical Education

The Arts

Technology

English as a New Language (only for students requiring mandated ENL instruction)

Academic and Personal Behaviors

Grades 1-5

Grades 1 - 5 students will be assessed in the following areas:

English Language Arts (Reading, Writing, Listening, Speaking, and Language)

Mathematics

Science

Social Studies

Physical Education

The Arts

Technology

English as a New Language (only for students requiring mandated ENL instruction)

Academic and Personal Behaviors

For more information please visit: <http://schools.nyc.gov/ParentsFamilies/default.htm>

Grades for ELLs - English Language Learners

An ELL student who has been here for a full marking period must receive a grade.

An ELL student who has been here for less than a full marking period will receive a grade of NL (New Admit).

An ELL student who receives stand-alone, English as a New Language (ENL) services will receive a grade by an ENL teacher.

An ELL student who receives integrated services (content area and ENL services) will receive an integrated content area grade (by the ENL teacher) in consultation with the classroom teacher.

Grades for Clusters

Grades for clusters will be reflected as a Pass/Fail for the first marking period.

Grading Policy - Grade KG

EXPLANATION OF GRADES

PERFORMANCE LEVELS

Performance Levels	Definition of Performance Levels	Grade Equivalent	Pass/Fail
4	Exceeding in Grade Level Standards	95% - 100%	Passing
3+	Excels in Grade Level Standards	90%-94%	Passing
3	Proficient in Grade Level Standards	80% - 89%	Passing
2+	Approaching Grade Level Standards	74% - 79%	Failing
2	Below Grade Level Standards	65%-73%	Failing
1	Well Below the Grade Level Standards	64% and lower	Failing

English Language Arts (Overall Grade) / Teacher 35% reading, 35% writing, 30% listening - overall score

Kindergarten students do not get assessed for Fountas and Pinnell until December

** (Reading scores will only reflect a 1,2,3, or 4 based upon the Fountas and Pinnell Levels (pg. 16))

Reading / Teacher 20% A (identifies letters); 20% B (understand spoken language); 20% C (understanding text organization); 40% D (reads grade level texts)

(Students will be assessed by the Fountas and Pinnell Benchmark Assessment System and the TC Benchmark Chart. See TC Benchmark Chart included in this policy guide.)

- A. Identifies letters by letter name and sound and uses letter sounds to read familiar and / or new words
- B. Demonstrates an understanding of spoken words, syllables, and sounds
- C. Demonstrates an understanding of the organization and basic features of print
- D. Reads emergent-reader texts (fiction and nonfiction) with purpose and understanding

Writing / Teacher 70% A (uses combination of writing); 30% B (uses knowledge of letters)

- A. Uses a combination of writing, drawing, and / or dictating for a variety of purposes **60% writing rubrics scores, 40% teacher observations**
- B. Uses knowledge of letters and sounds in writing **60% writing rubrics scores, 40% teacher observations**

Listening, Speaking, and Language / Teacher	Average of components below
During collaborative discussions, expresses ideas with clarity and relevant, descriptive detail Teacher anecdotal notes - 50% whole group, 50% small group lesson discussions	
Asks and answers questions with appropriate detail Teacher anecdotal notes - 50% whole group, 50% small group lesson discussions	

Mathematics (Overall Grade) / Teacher	Average of components below
Demonstrates an understanding of mathematical concepts 80% Go Math! topic test scores, 20% classwork	
Solves problems in multiple ways and explains solutions 50% teacher observation, 50% classwork	

Science (Overall Grade) / Teacher	Average of components below	TEACHER AND/OR CLUSTER GRADES
Demonstrates an understanding of science content and concepts Classroom Teacher and/or Cluster = 50% classroom tests, 50% teacher observation		
Uses beginning reading, writing, and mathematics to gather, interpret, and use evidence in science content and concepts Science Classroom Teacher = 50% class work, 50% participation		
Makes and tests predictions, seeks answers, and develops solutions Science Cluster Teacher = 50% class work, 50% participation		

Arts: Visual Arts, Dance, Theater and/or Music (Overall Grade) / Teacher	TEACHER AND/OR CLUSTER GRADES
Creates, performs, responds to, and reflects upon arts and making art	50% behavior, 50% participation, 25% projects
Demonstrates an understanding of arts content and concepts	80% skills, 20% discussion
Creates, performs, responds to, and reflects upon arts and making art	50% behavior, 25% participation, 25% performance
Demonstrates an understanding of arts content and concepts	50% behavior, 50% participation

Social Studies and History (Overall Grade) / Teacher	Average of components below
Demonstrates an understanding of social studies content and concepts 50% social studies unit test results, 25% teacher observation, 25% classwork	
Uses beginning reading and writing to gather, interpret, and use evidence in social studies content and concepts 50% classwork, 50% participation	
Applies critical thinking to extend understanding of content and concepts 50% classwork, 50% participation	

Physical Education / Teacher	Average of components below	TEACHER AND/OR CLUSTER GRADES
Perform basic motor and manipulative skills. Students will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports and sports activities.		
Participates in physical activity and demonstrates ability in age-appropriate movement, control, and fitness skills 50% performance, 50% Participation		
Demonstrates an understanding of basic parts of health-related fitness and the connection between physical activity and wellness 80% Skills, 20% Discussion		

Technology (Overall Grade) / Teacher	TEACHER AND/OR CLUSTER GRADES
Demonstrates ability to understand and use technology	60% Performance, 40% Participation

English as a New Language / ENL Teacher Grade

Uses English to understand and apply information for content area learning and personal use **Student progress in: 25% reading, 25% writing, 25% listening, 25% speaking**

Academic and Personal Behaviors (Overall Grade) / Teacher

ALL BELOW ARE TAKEN FROM TEACHER OBSERVATIONS DURING CLASSROOM AND SCHOOL ACTIVITIES

Manages time and consistently demonstrates effort to independently achieve goals **100% teacher observations**

Works in an organized manner **100% teacher observations**

Persists through challenges to complete a task by trying different strategies **100% teacher observations**

Asks for help when needed **100% teacher observations**

Respects school rules and works well in the school community **100% teacher observations**

Grading Policy - Grades 1 – 5

EXPLANATION OF GRADES

PERFORMANCE LEVELS

Performance Levels	Definition of Performance Levels	Grade Equivalent	Pass/Fail
4	Exceeding in Grade Level Standards	95% - 100%	Passing
3+	Excels in Grade Level Standards	90%-94%	Passing
3	Proficient in Grade Level Standards	80% - 89%	Passing
2+	Approaching Grade Level Standards	74% - 79%	Failing
2	Below Grade Level Standards	65%-73%	Failing
1	Well Below the Grade Level Standards	64% and lower	Failing

English Language Arts (Overall Grade) / Teacher 35% reading, 35% writing, 30% listening - overall scores

Reading / Teacher Average of sub-categories (Reading scores will only reflect a 1,2,3, or 4 based upon the Fountas and Pinnell Levels (pg. 16))

Uses letter-sound relationships to figure out new words (only grades 1 & 2)

*Reads with sufficient accuracy and fluency to support comprehension **50% independent reading, 50% group reading**

Reads and comprehends grade level texts independently across a variety of genres

Demonstrates comprehension by referring to text details **75% Fountas and Pinnell Benchmark Assessment System, 25% teacher observations - accountable talk**

**** (Reading scores will only reflect a 1,2,3, or 4 based upon the Fountas and Pinnell Levels (pg. 16))**

Writing / Teacher Average of sub-categories

Writes independently for different tasks, purposes, and audiences (opinion, informative/explanatory, narrative) **60% writing rubrics scores, 40% teacher observations**

Uses details and facts from text in writing to further meaning **60% writing rubric scores, 40% teacher observations**

Revises writing to clarify and add details as needed **60% rubric scores on post on demand writing pieces, 40% teacher observations**

Listening, Speaking, and Language / Teacher Average of sub-categories

During collaborative discussions, expresses ideas with clarity, appropriate facts, and relevant, descriptive detail **50% teacher observation, 50% class participation**

Uses and understands a wide range of vocabulary **50% teacher observation, 50% writing rubric scores**

Uses appropriate writing mechanics, spelling, and grammar **100% writing rubrics scores - mechanics & spelling only**

Mathematics (Overall Grade) / Teacher Average of sub-categories

Demonstrates an understanding of mathematical concepts **80% Go Math! topic test scores, 20% classwork**

Solves problems with precision and accuracy **60% Go Math! test scores, 20% teacher observations, 20% classwork**

Solves problems in multiple ways and explains solutions **50% teacher observation, 50% classwork**

Science (Overall Grade) / Teacher

TEACHER AND/OR CLUSTER GRADES

Demonstrates an understanding of science content and concepts **50% classroom tests, 50% classwork**

Uses reading, writing, and mathematics to gather, interpret, and use evidence in science content and concepts **50% participation, 50% lab work**

Makes and tests predictions, seeks answers, and develops solutions **50% participation, 50% lab work**

Social Studies and History (Overall Grade) / Teacher Average of components below

Demonstrates an understanding of social studies content and concepts **50% social studies unit test results, 25% teacher observation, 25% classwork**

Uses beginning reading and writing to gather, interpret, and use evidence in social studies content and concepts **50% classwork, 50% participation**

Applies critical thinking to extend understanding of content and concepts 50% classwork, 50% participation

Physical Education / Teacher Average of components below

TEACHER AND/OR CLUSTER GRADES

Participates in physical activity and demonstrates ability in age-appropriate movement, control, and fitness skills = **50% Sneakers, 50% Participation**

Demonstrates an understanding of basic parts of health-related fitness and the connection between physical activity and wellness **PE Cluster = 100% Student Performance**

Arts: Visual Arts, Dance, Theater and/or Music (Overall Grade)

TEACHER AND/OR CLUSTER GRADES

Creates, performs, responds to, and reflects upon arts and making art Music **60% performance, 20% behavior, 20% participation**

Demonstrates an understanding of arts content and concepts Music **60% performance, 20% behavior, 20% participation**

Creates, performs, responds to, and reflects upon arts and making art **60% performance, 20% behavior, 20% participation**

Demonstrates an understanding of arts content and concepts **60% performance, 20% behavior, 20% participation**

Technology (Overall Grade) / Teacher

TEACHER AND/OR CLUSTER GRADES

Demonstrates ability to understand and use technology. **60% performance, 40% Participation (including typing for grades 2 through 5)**

English as a New Language ENL Teacher Grade

Uses English to understand and apply information for content area learning and personal use **Student progress in: 25% reading, 25% writing, 25% listening, 25% speaking**

Academic and Personal Behaviors (Overall Grade) / Teacher

ALL BELOW ARE TAKEN FROM TEACHER OBSERVATIONS DURING CLASSROOM AND SCHOOL ACTIVITIES

Manages time and consistently demonstrates effort to independently achieve goals **100% teacher observations**

Works in an organized manner **100% teacher observations**

Persists through challenges to complete a task by trying different strategies **100% teacher observations**

Asks for help when needed **100% teacher observations**

Respects school rules and works well in the school community **100% teacher observations**

Marking Periods and Report Card Distribution

Report Card distribution dates are decided by the Superintendent's Office.
Parents will be informed through school communication methods.

*Report Cards and additional student information can be viewed on the DOE School Account <https://mystudent.nyc/>.

For Access to the DOE School Account Information, please see our Parent Coordinator, Debra Halpern. She can be reached at 718-423-8652 (option 1) or e-mail dhalpern@schools.nyc.gov

PARENT/TEACHER CONFERENCES

It is strongly recommended that parent conferences occur early in the school year and that teachers keep parents well informed about their child's academic progress.

Citywide Parent Teacher Conferences are held four times a year - September, November, March, and May. These conferences provide a great opportunity for you to talk with your child's teacher about what your child is learning at school and how you can support this learning at home.

The most recent contract between the United Federation of Teachers and the New York City Department of Education also provides **40 minutes every Tuesday after-school (Parent Engagement time)** for teachers to work with family members. This time is available to build stronger home-school connections, to better support the learning of every child and to help identify and develop parent leaders. During this time, teachers will hold parent workshops introducing new units, review strategies, hold conferences, etc.

Questions to Consider Asking Your Child's Teacher During Conferences

What does my child do well, and what does he or she struggle with? Can you give me examples?

How do you support my child when he/she needs extra help?

What does my child get excited about learning?

What can I do at home to support him/her?

Are there programs or services in the community that could also help my child?

Does my child seem engaged or happy at school?

Has he/she made friends?

How does my child get along with classmates and adults?

Does my child participate in class discussions and group activities?

Are there times when my child is more or less engaged?

Always remember to share your own thoughts and feelings about your child. Describe what you see as your child's strengths and areas for growth. State any important information that might help your child's teacher better understand your child's approaches to learning, strengths, challenges, and interests. Explain where you think your child needs more support. Describe the best way for the teacher or school personnel to communicate with you (e.g., a note in your child's book bag, a voicemail, an e-mail, etc.).

<http://schools.nyc.gov/ParentsFamilies/PTC/default>

PROMOTION IN DOUBT PROCESS

Promotion Timelines

The timelines provide an overview of key deadlines and actions relating to the promotion process for schools.

Date	Action
Fall Parent/Teacher Conferences	Schools give early notice to parents if their child's performance is not approaching standards.
Ongoing	Schools review student promotion criteria information and update sources systems as needed.
January	Promotion in Doubt Process Begins—Schools identify students as Promotion in Doubt.
February	School mails Promotion in Doubt letters to families.
Spring Parent/Teacher Conferences	Schools update parents on their child's progress towards meeting promotion standards.

[Chancellor's Regulation A-501](#) outlines promotion standards for New York City public school students in grades K through 12 as well as procedures for implementing the promotion policy, including the promotion in doubt process.

The Promotion in Doubt (PID) process allows schools to formally notify families, in writing, that their child is at risk of not meeting promotion standards and being retained in the same grade for the next school year. Additionally, it enables schools and families to plan for the needed supports and interventions to help students achieve promotion standards by June.

Promotion Criteria

Students with Disabilities

- For students with existing IEPs, any changes to a student's promotion criteria must be made by the end of January to be in effect for June's promotion decisions.

- For students who were initially referred to special education or students who are new to DOE schools with existing IEPs, changes to a student's promotion criteria must be made by the end of **May** in order to be in effect for June's promotion decisions.
- For more information on how promotion criteria is determined, either for standard or modified promotion criteria, please see the School Based Support Team.

GREAT EXPECTATIONS: PARTNERING FOR YOUR CHILD'S FUTURE

Learning standards describe the foundation of what students should know and be able to do in each grade. These standards ensure that all children are prepared to move forward to the next grade, and to succeed in college, earn a living, and become productive members of their communities. Children need to develop a love of learning that will serve them well in a world where crucial information changes and grows rapidly.

To find work in the competitive global economy and function in a quickly changing world, our children will need to know more than ever before. This is true for graduates who plan to enroll in four-year colleges; it is equally true for students who want to start careers right out of high school.

The Common Core Learning Standards are designed to provide our students with rigorous curricula to ensure that they develop the creativity, critical thinking skills and ability to problem solve that they will need to meet the challenges of the modern world. But standards are a starting point, not a destination. By developing and cultivating a solid foundation of knowledge, our students will get the most from their education.

The link below provides examples of what students from Kindergarten through Fifth Grade should know and be able to do by the end of the school year. You will also find ways to support learning as a family, including things you can do at home, in your neighborhood and around our great city. This guide provides only a small sample of the standards for Kindergarten through Fifth Grade. What about the other standards? What will your child be learning in grades? You can find answers to all these questions from your child's teacher or on the DOE website at <http://schools.nyc.gov/ParentsFamilies/AchieveNYC/default.htm>.

PS 203Q Reading Level Benchmarks (aligned to Fountas and Pinnell and TCWRP)

SEPTEMBER	NOVEMBER	JANUARY	MARCH	JUNE
Kindergarten Emergent Story Books Shared Reading	Kindergarten Emergent Story Books Shared Reading A/B (with book intro)	Kindergarten B/C (with book intro)	Kindergarten 1=Early Emergent 2=A/B (with book intro) 3=C (with book intro) 4=D/E	Kindergarten 1=B or below 2=C (with book intro) 3=D/E 4=F or above
Grade 1: 1=B or below 2=C 3=D/E 4=F or above	Grade 1: 1=C or below 2=D/E 3=F/G 4=H or above	Grade 1: 1=D or below 2=E/F 3=G/H 4=J or above	Grade 1: 1=E or below 2=F/G 3=H/I/J 4=K or above	Grade 1: 1=F or below 2=G/H 3=I/J/K 4=L or above
Grade 2: 1=F or below 2=G/H 3=I/J/K 4=L or above	Grade 2: 1=G or below 2=H/I 3=J/K/L 4=M or above	Grade 2: 1=H or below 2=I/J 3=K/L 4=M or above	Grade 2: 1=I or below 2=J/K 3=L/M 4=N or above	Grade 2: 1=J or below 2=K/L 3=M 4=N or above
Grade 3: 1=J or below 2=K/L 3=M 4=N or above	Grade 3: 1=K or below 2=L/M 3=N 4=O or above	Grade 3: 1=L or below 2=M/N 3=O 4=P or above	Grade 3: 1=M or below 2=N 3=O 4=P or above	Grade 3: 1=N or below 2=O 3=P 4=Q or above
Grade 4: 1=N or below 2=O 3=P 4=Q or above	Grade 4: 1=N or below 2=O/P 3=Q/R 4=S or above	Grade 4: 1=O or below 2=P 3=Q/R 4=T or above	Grade 4: 1=O or below 2=P/Q 3=R/S 4=T or above	Grade 4: 1=P or below 2=Q/R 3=S 4=T or above
Grade 5: 1=P or below 2=Q/R 3=S 4=T or above	Grade 5: 1=Q or below 2=R/S 3=T 4=U or above	Grade 5: 1=R or below 2=S 3=T/U 4=V or above	Grade 5: 1=R or below 2=S/T 3=U 4=V or above	Grade 5: 1=S or below 2=T 3=U/V 4=W or above