

## RHS 2020-2021 GRADING POLICY

All updates to the Renaissance remote learning grading policy were made to follow the NYC DOE *Grading Policy Guidance for Remote Learning (Covid-19) effective September 15, 2020. Further information will be provided as it becomes available.*

History	English	Math
Independent Work - 50%	Independent Work – 50%	Independent Work - 40%
Project Based Learning - 20%	Project Based Learning – 15%	Project Based Learning - 20%
Assessment -30%	Assessment – 35%	Assessment -40%
Science	Arts & Music	Health
Independent Work - 50%	Independent Work – 25% - 30%	Independent Work - 50%
Project Based Learning - 25%	Project Based Learning – 40% - 45%	Project Based Learning - 25%
Assessment -25%	Assessment – 30%	Assessment -25%
Physical Education	ESL	LOTE - Spanish
Independent Work - 50%	Independent Work – 50%	Independent Work – 50%
Project Based Learning - 25%	Project Based Learning – 15%	Project Based Learning – 15%
Assessment -25%	Assessment – 35%	Assessment – 35%

\*\*\**Note: Electives are aligned to appropriate content area*

### Explanation of Categories

#### ***Independent Work:***

Each day that you are actively engaged with the course material in a variety of formats. Specifically, students will be required to complete a variety of assignments within the google classroom platform. These assignments will vary in length and give students the opportunity to apply their learning from synchronous and in person sessions. While engaged in a synchronous or in person session, discussions, question responses and application of knowledge will all be considered independent work. Some assignments will be assigned as homework assignments to provide additional learning & practice opportunities for each student. They will be virtually graded and returned within one week. If you are absent, you may make up independent work before the end of the marking period.

#### ***Assessments:***

There will be periodic unit exams, quizzes, and quarterly assessments. These will always be announced at least one day in advance. If you are out the day of an exam/quiz, you may make it up before the end of the marking period by scheduling a time with your teacher.

#### ***Project Based learning:***

Students will learn by actively engaging in real-world and personally meaningful projects. These projects will include, but are not limited to: student presentations, extended writing tasks, science laboratory experiences, constructed response questions, stimulus response questions, etc. Teachers may assign projects as a culminating activity to assess a student's growth and learning.

### Marking Period Structure

Semester 1 and 2	Final Grade
<b>1<sup>st</sup> Marking Period</b> <b>1: September 16 - October 30</b> <b>2:</b>	Each marking period is a stand-alone grade which will be averaged together to provide you with your overall final grade
<b>2<sup>nd</sup> Marking Period</b> <b>November 2 - December 11</b>	Each marking period is a stand-alone grade which will be averaged together to provide you with your overall final grade
<b>3<sup>rd</sup> Marking Period</b> <b>December 14 - January 29</b>	Each marking period is a stand-alone grade which will be averaged together to provide you with your overall final grade
<b>4<sup>th</sup> Marking Period</b>	<b>Average of all 3 MP's</b>  <b>(Marking Period 1 Grade + Marking Period 2 Grade + Marking Period 3 Grade)/3</b>

### Grading Policy Scale:

Numeric grades will be used for passing marks above 65 and can be assigned in increments of 1. 'NX' must be used in the following cases:

- Students receive an 'NX' in place of failing grades.
- Students receive an 'NX' if there is insufficient work to calculate a final grade.

Parents/guardians make the final decision about whether the student's final passing grade remains on the existing scale or is updated to 'CR' (Credit).

### Late Assignments:

Students will be able to submit late work throughout the semester with no penalty. Teachers will provide feedback and grades for all late work and will update gradebooks appropriately.

### Grade Impact on GPA & Rank

Final grades of 'NC', 'NX', and 'CR' for high school students will not be included in student GPAs.

### RHS Selection Criteria for Valedictorian and Salutatorian

In our ongoing effort to discourage academic competition and to promote a spirit of school community, effective academic year 2019/2020, Renaissance will be ranking the Senior class as follows:

At the end of the first marking period of the Spring semester of Senior year, the student with the highest cumulative average is named **Class Valedictorian**. The student with the second-highest cumulative average is named **Class Salutatorian**. Both students must have been registered at Renaissance for at least six semesters. Credits earned at another high school are excluded from the calculation of the average for purposes only of determining the highest and second-highest ranking students. Marks in Advanced Placement and Honors classes are given more weight (1.1), due to the challenging content of the curriculums and the differentiation from the more traditional courses. Both students must also be candidates for an Advanced Regents Diploma. Students with averages separated by 0.01% or less will be named Co-Valedictorians and/or Co-Salutatorians. In all cases, both candidates must have exemplary disciplinary records. If one or both students have not fulfilled all of the above requirements, then the next highest-ranked student(s) shall be named Valedictorian or Salutatorian.

**Grading Policy Flexibilities:  
(excerpt from NYCDOE Grading Policy Guidelines) –**

<https://infohub.nyced.org/docs/default-source/doe-employees-only/sy20-21-grading-policy.pdf>

## GRADING POLICY FLEXIBILITIES

Schools must ensure that their grading policies and practices acknowledge the impact of remote and blended learning models on the ways in which students complete their assigned work. This review must consider the following flexibilities as we implement learning models for all students:

- ***Student access to devices and high-speed internet:*** Schools must take into consideration students access to devices and high-speed internet and support them in catching up on their learning once they have received a device. Work issued by schools while students do not have suitable access (i.e., paper materials) must be reviewed and considered in teachers' overall assessment of whether students have met learning outcomes. If students are not able to complete assigned work due to issues related to technology, schools must provide an alternative way for them to complete the activities.
- ***Expectations for due dates and submission of late work:*** Schools must adjust their deadlines and expectations for submission of assignments to acknowledge the significant impact of COVID-19 on students' experiences. These adjustments may include extending deadlines for individual students, taking into consideration the personal loss, illness, or other trauma that students may be experiencing. Schools are encouraged to lessen or eliminate penalties for late work beyond these adjusted deadlines. Due dates must be clearly documented for students and take into consideration timelines for entering grades.
- ***Attendance may not count toward grades:*** Attending school, participating in class, and demonstrating understanding are all essential components of student learning, and school communities must make every effort to ensure that students attend school, with a goal of every student, every day. Students' grades must reflect the extent to which they have met the learning outcomes for their courses. At the high school level, any student who achieves the learning outcomes for a course must be granted credit, as described in guidance from the New York State Education Department. When students attend remote and blended learning consistently, they have the greatest opportunity to make progress, receive support from their teachers, and demonstrate their learning. Schools have flexibility in determining the factors that contribute to grades as described in their school-wide grading policies. With the understanding that course time is no longer a requirement for earning credit, courses that currently include attendance as a factor in student grades must remove that factor completely. Schools should use Insight to monitor attendance trends and guide continuous improvement strategies.
- ***The way in which assignments are scored:*** If parts of some tasks are impractical in a remote setting, teachers must consider adjusting the way those assignments are graded. This could include lowering the weight of portions of an assignment, adjusting the way students are expected to express their learning, or removing portions of tasks.

Schools must base students' grades on academic progress and performance, considering a student's entire body of work in each subject area. The rate at which students are able to engage in remote learning, in and of itself, may not be used as a factor in grade calculations. For example, schools may not

penalize students for missing remote learning sessions if they successfully demonstrate meeting the associated learning outcomes in Fall 2020.

### **Assignment Naming Conventions:**

In an effort to increase transparency and cohesion across grades and contents the following grading conventions will be used when naming course assignments. Further, these naming conventions will allow us to collectively identify student deficiencies within a course sequence, which can later be used to specifically target areas for student growth. Each assignment must be titled according to the below guidelines and appear in both Skedula and Google Classroom as such. Assignment categories are abbreviated and taken directly from above: ASM = assessments, PBL = performance based learning, IDW = independent work, no other category can be used.

[Unit number][-][Assignment category][.][Assignment number within given category][-][Assignment title]

#### Examples:

1) So, an algebra homework assignment in unit 4 about function notation would appear as follows:

#### **4-IDW.2-Using Function Notation**

2) A US History assessment in unit 6 on the War of 1812 would appear as follows:

**6-ASM.5-War of 1812** (note the 5 here represents the fifth assessment grade students have received in this unit).