

Public School 154

75-02 162nd Street

Flushing, NY 11366

Phone: 718- 591-1500 Fax: 718 – 591-8751

25Q154@schools.nyc.gov

Pamela Gathers-Bullard, Principal ~ Joanna Foulkes, Assistant Principal



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P.S. 154Q Academic and Grading Policy Handbook

The P.S. 154Q Academic and Grading Policy Handbook is designed to explain and standardize how student learning is measured in our school community. Our vision is that all students graduate prepared to reach their full potential and contribute to our society throughout life by being prepared for college and careers. As a school community, we intend to provide relevant, comprehensive, quality instruction in order to educate, prepare, and inspire our students to learn.

Student academic achievement shall be based on the degree of mastery of New York State's Common Core Learning Standards (CCLS) and NYCDOE's instructional objectives as outlined in the standards and the Scope and Sequences for each subject. The objectives reflect the Common Core Learning Standards and address the skills and concepts needed for successful performance in all grades.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery or "on track" to mastery of the designated CCLS. The student's mastery level shall be a major factor in determining the grade for a subject or course. Under this method, a student who is on-track to proficiency by the end of the year might receive a grade of "3" each marking period.

Our elementary school maintains a balanced curriculum. Curriculum offerings include English Language Arts (reading, writing, listening, speaking, including vocabulary and grammar), Science, Mathematics, Social Studies, Art, Music, Physical Education/Wellness, and Technology.

This document details our school community's guidelines for measuring and assessing student learning at P.S. 154Q throughout the school year. Since formative assessment, evaluation, and a grading system are essential planned parts of the curriculum, educators shall actively communicate student progress with parents/guardians and students. This communication will include early identification and support of students who are struggling or who are at risk of failure. Assessments will be fairly determined from a wide variety of information, which could include student performance on daily assignments/homework, tests, class participation, cooperative group work, and/or special projects. The information used in grading will be appropriate to the grade level and subject being considered. Prior to instruction, students will be informed of the class or task expectations, and the teacher must be prepared to document and explain how grades are determined.

GRADING GUIDELINES: ASSESSMENT AND EVALUATION

Student mastery of subject matter may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have as their source written paper work. Nor is it always necessary to receive a grade for every paper produced. Although the teacher will monitor and provide feedback to students for any activity, which they assign, the feedback does not always need to be in the form of a grade. Assessment should always follow a period of guided practice and/or independent practice.

A minimum of 3 grades should be given in all content areas during each grading period: November, March, and June. Teachers are encouraged to have a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the CCLS.

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Grading

All teachers will report grades and academic and personal behaviors following P.S. 154Q's Grading and Reporting Procedures in all skill areas during each grading period. Parent-teacher conferences are scheduled to address individual student needs. The actual grade will be recorded in the grade book and averaged with the rest of the grades based upon the following formula and the student's preparedness or "on-track" ability to meet the standard by the end of the school year. School-wide rubrics will be used to assess all student work and feedback will be provided to the student on their work.

Grades are based on a scale of 1-4	Number Explanation of Symbols
4- Exceeds proficiency grade-level standards	4 = 96 - 100
3- Meets proficiency grade-level standards	3 = 80 - 95
2- Approaching basic grade-level standards	2 = 65 - 79
1- Below grade-level standards	1 = 64 - Below

Graded Weights	
Pre-Kindergarten	N/A
Kindergarten	45% Classwork/Participation 45% Assessments/Projects 10% Homework
First Grade	40% Classwork and Class Participation 45% Tasks/Projects/Unit Assessments 15% Homework
Second Grade	55% Assessments 35% Classwork/Participation 10% Homework
Third Grade	60% Major Projects, Assessments, Written Assignments 30% Daily Participation, Classwork and Class Discussion 10% Homework
Fourth Grade	50% Classwork, Projects, Tests, Quizzes 30% Participation 20% Homework
Fifth Grade	50% Assessments 30% Homework & Long Term Assignments 20% Class Participation, Classwork & Groupwork
Music	60% Participation 20% Assessments 20% Content Based Skills
Physical Education	60% Participation 20% Assessments 20% Content Based Skills
Science	40% Assessments 30% Participation 30% Content Based Skills
Library	40% Participation 30% Assessments

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	30% Content Based Skills
Art	60% Participation 20% Assessments 20% Content Based Skills

Assessments serve to evaluate mastery of CCLS, concepts, understanding and school objectives. They provide opportunities to demonstrate certain knowledge or skill. Types of examinations may include, but are not limited to the following:

- End of unit tests
- End of chapter tests
- District/State Assessments
- Projects

Performance assessments/daily grades are measures of a student’s progress toward mastery of CCLS and district curriculum objectives. Types of performance assessments may include; but are not limited to the following:

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| <ul style="list-style-type: none"> · Classroom participation · Classroom discussions · Oral responses · Written responses · Experiments · Teacher observation · Research projects · Checklists of skills | <ul style="list-style-type: none"> · Portfolios · Enrichment · Group work/projects · Peer editing · On Line technology assignments · Class Activities · Cooperative Learning Activities · Signal Response |
|--|---|

Homework

Homework is work that is assigned by the teacher is to be completed at home. Homework is an effective tool in developing responsibility, study habits, and skills. It is an extension of the learning process and involves the home in the child’s curriculum. It should be purposeful, related to classroom experiences, and be age and grade appropriate. The purpose and directions for the assignments need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully. No new concepts should be included in homework. The table below shows the estimated time for daily homework (time incorporates independent reading) and may vary across. If two or more teachers are working with a student, the homework should be coordinated to adhere to the estimated daily homework schedule. Because students work at different paces, it may take some students more or less time to complete assignments.

GRADE	Pre-Kindergarten	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Independent Reading/ Homework	20-25 Mins.	20-30 Mins.	20-30 Mins.	20-35 Mins.	35-60 Mins.	40-60 Mins.	40-75 Mins.

Teacher Responsibilities for Homework

- a. To provide meaningful tasks that enrich and supplement work introduced in class
- b. To communicate homework assignments, both regular and long-range in an appropriate framework

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- c. To provide effective instruction prior to assigning homework that adequately prepares the child to do the task independently and successfully
- d. To provide course requirements and expectations at the beginning of each grading period to students and parents
- e. To consider available resources, materials and home situations when assigning a task
- f. To review and return homework to students within a timeframe which enhances instruction and provides a benefit to the student

Parent Responsibilities for Homework

- a. To establish a specific time, place and manner for homework to be completed
- b. To provide the supplies and materials necessary to complete homework
- c. To monitor as needed, but not do homework for the student
- d. To assist the student in planning a time schedule for long-term assignments
- e. To initiate communication with the teacher when concerns arise
- f. To promote independent reading

Student Responsibilities for Homework

- a. To complete assigned work on time and return it to the teacher
- b. To plan to carefully schedule work on long-term assignments so that assignments will be completed on time
- c. To communicate with the teacher when he/she does not understand the assignments or is experiencing difficulty prior to due date
- d. To read independently as much as possible
- e. Students should record assignments in homework book every night

ATTENDANCE

Students must attend school at least 90% of school days. Please refer to the P.S. 154Q Attendance Plan. Students shall be permitted to make up assignments and tests following any absence.

Makeup Work

All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension from school.

1. A student will be given as many days as he/she was absent to make up tests and other missed assignments.
2. If a student does not complete the work assigned after the allotted number of days has passed, the actual grade will be recorded in the grade book.
3. Teachers are not required to provide assignments prior to an absence.
4. Students should not be required, on the day of returning to school; to take a quiz or test that was announced during the student's absence.

Promotion and Retention of Students

Promotion and retention of students is determined based upon Chancellor's Regulation A-501, which outlines promotion standards for students in grades K-12, as well as procedures for implementing the promotion policy. Chancellor's Regulation A-501 can be found at:

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>

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Teacher Responsibilities

Grading Record

The grading record should be a teacher's record and/or file of evidence to support grades reported on the report card. The teacher's grade record is a part of the official documentation portraying mastery of the CCLS, District, and School objectives. Grades should be logical, justifiable, and sufficient in number to assure that the report card grade is an accurate measure of student's progress and achievement. Grades should reflect a balance of objectives covered. These records should be accurately maintained as part of a teacher's professional responsibilities.

Students new to the school or who enroll in a school after the start of a grading period shall be treated fairly in awarding grades. Grades shall be computed using grades earned for the time the student has been enrolled in the school.

Special Education Students

The NYCDOE's special education reform initiative, referred to as "A Shared Path to Success," seeks to ensure that all students with Individualized Education Programs (IEPs) are provided with the greatest possible access to the least restrictive environment appropriate to their needs. Students with IEPs, should, regardless of their disability:

- Have access to a rigorous academic curriculum that sets high academic standards, enabling them to fully realize their potential and graduate prepared for independent living, college, and careers;
- Be taught in their "least restrictive environment," and, as often as possible, alongside students without disabilities;
- Receive special education services that are targeted to their needs and provide the appropriate level of support throughout the school day; and
- Be able to attend their zoned schools or the school of their choice, while still receiving the supports they need to succeed.

All students and families must feel welcome at every school. As part of "A Shared Path to Success," schools must convene the Pupil Personnel Team (PPT) to review each new student's IEP upon entry. If a child's IEP recommends programs or services that the school he or she is entering does not currently have, the school should first make it clear to the parents and student that they are committed to providing the programs and services that are recommended on the IEP, beginning on the student's first day that school. Network Special Education Coaches will work the school to determine how to align resources to meet the recommendations on the IEP.

New York State and P.S. 154Q believes that all students, regardless of special need or condition, shall be provided a well-balanced standards-based curriculum. The CCLS represent those core knowledge skills and competencies all students should learn to be effective and productive members of society. Students with special needs shall be instructed in those same CCLS in a manner appropriate to their needs. Where an area of disability condition renders the CCLS inappropriate for the particular student, instruction shall be specifically designed based on the student's abilities. The Individual Educational Plan (IEP) will list goals and objectives that each student needs to master.

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Students may require different types of instruction and testing according to their learning situation. A student with special needs who is receiving instruction in a regular education class may follow the regular curriculum with adaptations in instructional strategies as suggested on the adaptations page. For special education students, documentation is required and should be noted on the IEP.

Students with identified disabilities who are mainstreamed into regular classrooms will receive their grade from the regular classroom teacher or jointly with special education teachers. If modifications are necessary for the student, they will be provided by the regular education teacher and where appropriate, special education teachers. Students who attend a special education class for an entire subject or course shall receive the grade from the appropriate special education teacher with modifications provided. For these students, grades must be based on student progress toward the objectives identified in the IEP. The IEP becomes the minimum standard for a special education student. Some students with special needs may only be responsible for mastering some CCLS of a course and not the entire school curriculum. This will be noted in the IEP, with a copy provided to the teacher.

The special education lead teacher must monitor students' progress every week and the IEP teacher will review student progress every 2-8 weeks depending on student need.

If a student fails to make progress in an 8 week period, his/her record must be reviewed by the PPT/RTI team. The principal, administrator or designee, special education teacher, and the teacher where the student failed must be in attendance. Other individuals may attend if the principal and/or special education case manager deem appropriate.

Expectations and Guidelines for All English Language Learners and Recent Immigrants

All academic and performance expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition including cognitive, affective, and linguistic. It is also imperative to provide appropriate instruction to enable students to meet these expectations. The expectations apply to the second language learner as his/her level of proficiency in English.

At P.S. 154Q, ELL programs are in place to help students acquire English proficiency within the content areas. Students are placed with teachers who are trained in using ELL methodology and strategies to help students acquire academic language proficiency in content areas in accordance with school curriculum objectives aligned with the CCLS. Teachers of English Language Learners will provide students with a variety of methods to demonstrate academic achievement in accordance with the English language proficiency standards (ELPS) and provide updates on their progress at least three times during the year.

References, Sources, and Contributors: P.S. 154Q School Leadership Team; P.S. 154Q Teacher Leaders; P.S. 154Q Policy Pow Wow; Galveston Independent School District Grading Policy; NYS Common Core Learning Standards; NYCDOE Promotion and Retention Policy; NYCDOE Report Card; NYCDOE Middle School and Elementary Grading Policy