

# *William Cullen Bryant High School*

*“The Relentless Quest for Excellence”*

*Namita Dwarka, Principal*

## *School Grading Policy*

### *School's Mission*

*In our “Relentless Quest for Excellence,” we will provide ALL Students personalized targeted support in a warm, supportive, safe teaching and learning environment so that they reach their highest potential. Each student will be expected to master technology, think critically, problem solve, negotiate text and work collaboratively in small learning communities. ALL students will graduate with the academic and life skills necessary for college and career readiness for the 21<sup>st</sup> Century, be model citizens, and contribute to their community and the world at large.*

### **CHANCELLOR’S REGULATION A-501**

A comprehensive student assessment system, aligned with established State and City performance standards, will be used on an ongoing basis to measure student progress toward meeting these standards and to improve classroom instruction.

### **PERFORMANCE STANDARDS**

The performance standards used to determine student mastery will be the New York State P-12 Common Core Learning Standards. These Common Core State Standards are fewer, clearer and higher than most state standards, and include rigorous content and application of knowledge through higher order skills.

Curricula and instruction must be aligned to the Common Core Standards in all academic disciplines and students’ grades must be based on progress toward and mastery of these standards.

The Common Core Standards can be found at:

<https://www.engageny.org/ccss-library>

## FAIR AND CREDIBLE ASSESSMENT

- Teachers shall discuss assessment with students in an age appropriate manner, at the beginning of instruction.
  - Teachers shall provide students and parents with a written overview of assessment, including grading, in clear, easily understandable language during the first week of each semester.
  - Teachers shall provide feedback to students on all assessments (inclusive of common assessments) based on each student's individual level of progress toward mastery.
  - All assessments (inclusive of common assessments) must be meaningful and designed to measure each student's individual level of mastery.
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## TYPES OF ASSESSMENTS

Teachers shall use both **formative** and **summative** assessments to measure student progress toward mastery of the Common Core Standards.

- **Formative assessment** is defined as assessment for learning that takes place during the process of learning and teaching. It is designed to give **students feedback** on their progress toward achieving content mastery.
- **Summative assessment** is defined as assessment of learning. It is a cumulative evaluation of student mastery of content.

## FORMATIVE ASSESSMENT AND RTI

Formative assessments are used as a diagnostic tool to measure a student's level of mastery of specific skills contained in the core standards. Meaningful feedback must be provided to the student. Formative assessments are also used to determine the level of RTI (Response to Intervention) each student is to receive. Formative assessment must not be used as the sole basis for a student's grade, but rather to inform instruction, determine interventions and provide students with practice in specific skills.

Examples of formative assessments are:

- **homework assignments**
- **class participation**
- **group work**
- **pre-test assignments**
- **class work**

Because the goal is mastery, students must be given the opportunity to improve their grades through a variety of assessments.

Response to Intervention (RTI) must be provided to students when the need arises. Teachers may recommend a student for content area tutoring, Title III tutoring, or Achieve 3000.

Although formative assessments must not be used as the basis for a student's grade, consistently demonstrated progress in formative assessments and successful participation in RTI's may be used by a teacher to enhance a student's grade. However, formative assessments and non-participation in RTI may never be used to detract or deduct from a student's grade.

### **SUMMATIVE ASSESSMENTS**

Summative assessments are can be comprised of:

- **unit tests**
- **mid-term and final examinations**
- **projects**
- **essays**
- **speeches**
- **demonstrations**

Because the goal is mastery, students must be given the opportunity to improve their grades through a variety of assessments.

### **ASSESSMENT FEEDBACK**

**Timely feedback** to the student throughout the semester is considered an essential component of the teaching and learning process. Feedback will be provided by a variety of methods including classroom discussions, individual reviews, marked class work and homework, and review of marked examination papers, essays and projects.

### **MARKING PERIOD AND TERM MARKS**

- As an Annual Term school, the students' high school records (transcripts or permanent records) will be updated in June 2019 after the submission of the last (fifth) Marking Period marks. The final mark for each course (the score shown on the transcript or permanent record) will be the simple average of the five Report Card grades awarded to the student for the course during the school year.
- Report Card grades will be calculated and entered by teachers five times in the school year. The final mark, which will be entered into the students' high school records (transcripts), will be an average of the five Report Card grades entered by the teacher (one Report Card grade for each Marking Period, with each Marking Period weighted the same). Students who are enrolled into a class late, must be given the opportunity to make up the assignments and/or assessments that he/she missed. Where possible, for students who are enrolled late into a class, the teacher will review previous appropriate relevant marks to determine a grade. Lastly, the teacher will consider the progress each student has made when considering the Report Card grades.

Table 1: Term and Marking Periods for the 2018-2019 school year.

|                                 | Annual Term<br>Sept. 5, 2018 – June 26, 2019 |          |          |         |         |
|---------------------------------|--|----------|----------|---------|---------|
| Marking Period                  | #1   | #2       | #3       | #4      | #5      |
| End Date                        | 10/26/18                                     | 12/21/18 | 03/01/19 | 4/18/19 | 6/17/19 |
| Report Cards are distributed on | 11/01/18                                     | 01/08/19 | 03/07/19 | 5/03/19 | 6/26/19 |

- Progress Reports will be distributed to students once each per marking period (at mid-way through the cycle) based on the current assignment grades entered on Skedula. It is therefore imperative that data on Skedula is accurately maintained by all teachers.

Table 2: Progress Report Distribution to students.

|                                 | Dates of Distribution |
|---------------------------------|-----------------------|
| Progress Reports distributed on | 1 – October 05, 2018  |
|                                 | 2 – November 30, 2018 |
|                                 | 3 – January 18, 2019  |
|                                 | 4 – March 29, 2019    |
|                                 | 5 – May 17, 2019      |

- Parents will have an opportunity to meet and speak to all the child’s teachers during Parent-Teacher Conferences held twice a year on November 30 and March 8 from 12-3 pm and 5-7:30 pm.
  - Parents may also call the school to arrange for a conference to discuss the student’s progress at any time during the school year.

### GRADES AND COMMENTS

- A grade of 65-100 indicates the student is passing. A grade of 50-60 indicates the student is failing.
- For all courses, any grade between 50-60, and 65-100 is allowed. Grades of 61-64 are not permissible. Non-credit bearing activities, i.e. Service, may have other grading options.
- All failing grades must have at least one comment from the teacher.
- NEW OR RECENTLY ADMITTED STUDENTS
  - Students who enroll in a course after it has started may have missed assignments or assessments needed to generate a complete course grade for a given marking period. These students may be given a grade of “NL” in STARS to indicate this circumstance. NL does not have a pass/fail or numeric equivalent. Students who receive a grade of NL must successfully complete remaining course requirements by the of the school year or August 29, 2019 to receive a final grade and credit.
- INCOMPLETES
  - Teachers may award a grade of incomplete (“NX”) if a student has a documented, extreme extenuating circumstance that prevents him/her from completing the

course in its established timeframe (e.g., surgery, death in the family). A student who receives an incomplete must successfully complete remaining course requirements by August 29, 2019 to receive a final grade and credit, as applicable. “NX” does not have a pass/fail or a numeric equivalent.

- **NO SHOWS**
  - A grade of “NS” will be given to a student who fails to attend a course and does not participate in any of the work from which a grade can be derived. NS has a pass/fail equivalent of fail and a default numeric equivalent of 45.
- A teacher may not add points to the total grade because the student passed the Regents exam. A student’s final grade in a course ending in a State standardized exam may include either the Regents score or common core exam score or the score of an in class summative assessment as part of the calculation of the overall grade, whichever is higher. The in class summative assessment must be similar in style and content to the State standardized exam.
- **SCIENCE LABORATORY WORK**
  - In most science classes, laboratory work, performed in a laboratory setting, is an essential part of the course. It is closely related to the work done in class, and is designed to teach skills as well as to help students understand the work covered in class. In Regents Science classes, a satisfactory written report must be submitted for each laboratory session a student attends. Any laboratory missed due to absence must be made up. Also, according to NYS Board of Regents regulations, they cannot be permitted to sit for the Science Regents examination in that subject course if the minimum laboratory time requirements have not been met (Note that in most cases, a student must pass a minimum of one Science Regents examination to fulfill graduation requirements.). Thus, failure to attend the laboratory, or to write laboratory reports, may ultimately affect a student’s eligibility for graduation.
- **FINAL GRADES**
  - Teachers may choose to give students until June 26, 2019 to complete and submit missing/makeup assignments. After this period, grades are final and they cannot be changed. Within the school year, teachers must provide an opportunity for students to make up missing assignments and/or assessments.

### **SCHOOL WIDE PRACTICES IN GRADING**

- This Grading Policy will be applied to the entire school.
- Grades are an appraisal of educational achievement, not a reward or a punishment.
- Grades must be based on the level of progress toward mastery of the Core Standards.
- Grades must be determined independently of conduct, although it is understood that class participation and observation of rules are factors.
- Attendance is not a sole factor in determining a student’s grade. Teachers must make appropriate referrals to deal with a student’s attendance issues.
- Students are entitled to and deserve an explanation of their grades. This should be done in private and at a time agreeable to both the student and teacher.
- Teachers must contact parents (via e-mail, phone, Progress Reports, and letters, other PupilPath) about their child’s progress, especially if they are at risk of failing. Early intervention can help prevent failure; failure should not be a surprise to parents.

- When grading summative assessments, the major factor to be taken into consideration is the level of student work as it relates to the Common Core Learning Standards. Any deductions or other factors, such as lateness of assignments or presentation may result, at the teacher's discretion, in a penalty on the assignment of a grade by up to 30%.
- All Advanced Placement courses, designated by an "X" in the sixth character of the course code, are weighted. Physical Education courses are not incorporated into students' GPA.
- Students who received an "NL" or "NX" must be provided with an opportunity to make up the material missed. Each content area will determine the scope and the quality of the material that must be made up for each course. Teachers will inform the students of the content that must be made up, and grade the material submitted. Teachers will have an input on the material that each student needs to make up, which depends on the course content that was missed.

### **REGENTS EXAMINATIONS**

In addition to the classroom formative and summative assessments, students are also required to successfully complete standardized State examinations in: English, Global Studies, American History, Science and Mathematics. The successful completion of these examinations is a requirement for earning a NYS high school diploma. Students may also exercise to use the 4+1 option as designated by the State of New York to meet their State Exam Requirements.

In subject classes culminating in a State examination, the Regents score may be included in the final course grade only if the score is weighted no more than 33% of the course leading up to the exam and is calculated into the course grade as a component of the weighted average.

It is understood that each subject area will determine the extent to which that subject's State score will be calculated in the student's final course grade, subject to the provision above. See Appendix A for each subject area's grading policy in this regard.

Additionally, under no circumstances may a student pass or fail a course solely on the basis of a standardized State exam nor may points be added to a student's grade because he or she passed a State examination.

Finally, standardized State examinations in Science mandate laboratory work in a lab setting as a requirement for entry into the examination. Attendance in the lab sessions and the successful completion of the required lab reports is essential to meeting NYS diploma requirements. See below for further details on this course component.

### **ACCESS TO THE INSTRUCTIONAL PROGRAM**

- At all times, all students must be given full access to the instructional program, regardless of a student's academic, discipline or attendance history.
- In extenuating circumstances and in consultation with the Principal, appropriate Assistant Principal, a teacher may employ forms of alternative assessments to accurately assess a student's level of mastery.

- Examples of forms of alternative assessments are performance based assessments, authentic/project based assessments or portfolio assessments.

### SCHOOL WIDE GRADING POLICY

Table 3

| <b>50%<br/>Summative<br/>-Assessments-</b> | <b>25%<br/>Formative<br/>-Checking for Understanding-</b> | <b>25%<br/>Formative<br/>-Classroom Environment-</b> |
|--|---|--|
| Standards Based Tests                      | Short Standards Based Informal Quizzes                    | Class Work   |
| Large Projects (Summative)                 | Small Projects  | Class Activities                                     |
| Final Essays                               | Draft Re-writes, Re-do assignments                        | Class Participation                                  |
| Lab Reports                                | Homework  | Group Work   |
| Mastery Assignments                        | RTI   |  |
| Performances Presentations                 | Performances Presentations                                |  |
| Demonstrations of Proficiency              |   |  |
| Portfolios                                 |   |  |
| Standardized State Exams *                 |   |  |

\*May count for up to 33% of the overall weighted grade in the last course a course sequence that ends in Regents exam.

### GRADE PROMOTION DECISIONS

At the end of each term (June and August), the child’s counselor will evaluate the credit accumulation of each student to determine whether he/she can be promoted to the next grade level as indicated on the chart below.

| Current Grade of Student | Number of credits needed to be promoted to next grade level  |
|--------------------------|--|
| 9                        | 8 Credits  |
| 10                       | 20 (including 4 in English and 4 in Social Studies) Credits  |
| 11                       | 30 Credits   |
| 12 (needed to graduate)  | 44 Credits (including in Physical Education and other subject areas as required by NYS Graduation Requirements). Note: Students also need to meet NYS Regents exam requirements. |