

William Cullen Bryant High School

“The Relentless Quest for Excellence”

Namita Dwarka, Principal

School Grading Policy

School's Mission

Revised as of 10.28.20

In our “Relentless Quest for Excellence,” we will ensure that ALL students are provided with personalized and targeted instruction. Each student will be empowered, enlightened and equipped with the skills needed to be college and career ready in preparation to be model, global citizens to serve 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 Next Generation Learning Standards. These Next Generation Learning 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 Next Generation Learning Standards in all academic disciplines and students' grades must be based on progress toward and mastery of these standards.

The Next Generation Learning Standards can be found at:

<http://www.nysed.gov/next-generation-learning-standards>

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.

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.

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

Deleted: by re-taking; rewriting or making-up any failed or missed formative assessment.

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 assessments**
- **culminating tasks**
- **projects**
- **essays**
- **speeches**
- **demonstrations**

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

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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 2021 after the submission of the last 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 four Report Card grades awarded to the student for each course during the school year. Students whose average of the four Marking Periods $(MP1+MP2+MP3+MP4 \div 4)$ is between 63-65 will be rounded to 65 as the final grade posted on their transcript or permanent record.
- Report Card grades will be calculated and entered by teachers four 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 four 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 demonstrate mastery of the standards 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 2020-2021 school year.

Marking Period	#1	#2	#3	#4
End Date	11.13.20	01.29.21	4.16.21	6.14.21
Report Cards are distributed on	11.20.20	2.5.21	4.23.21	6.25.21

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

Table 2: Progress Reports distribution to students.

	Dates of Distribution
Progress Reports distributed on	1 – October 23, 2020
	2 – December 18, 2020
	3 – March 5, 2021
	4 – May 21, 2021

- Parents will have an opportunity to meet and speak to their child’s teachers during **Parent-Teacher Conferences held twice a year on November 12 - 13, 2020 and March 18 – 19, 2021 from 1pm-3pm and 5pm-8pm.**
 - Parents may also make an appointment with 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/meeting the standards of the course.
- A grade of NX indicates that the student has not yet met the standards/course is still in progress.
- For all courses, grades below a 65 are not permissible, instead an NX will be used.
- All NX 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 “NX” in STARS to indicate this circumstance. NX does not have a pass/fail or numeric equivalent.
 - The new teacher of a student who transfers from one section to another section of the same class will transfer the marks given by the previous teacher for each

Marking Period the previous teacher awarded the student a mark. The new teacher will submit the marks by completing a Change of Grade Form.

- Students who transfer from another school will have their previous school's transcript evaluated by a counselor. The counselor will then provide the student's teachers at Bryant written notice recommending the student's grades for each appropriate Marking Period the student missed at Bryant while at the previous school by providing the teachers of the student at Bryant a copy of the Transcript or Report Cards from the previous school. The teachers will submit a Change of Grade Form indicating the student's marks for each Marking Period.
- Students will receive an NX if there is insufficient work to calculate a final grade.
- **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:**
 - High school students who receive a final grade of NX during the Spring and/or Summer term of SY20-21 have until January 31, 2022 to complete outstanding coursework.

SCHOOL WIDE PRACTICES IN GRADING

- **Student access to devices and high-speed internet:** Teachers 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 teachers 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, teachers must provide an alternative way for them to complete the activities.
- **Expectations for due dates and submission of late work:** Teachers 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. Teachers are encouraged to lessen or

Deleted: INCORPORATING REGENTS EXAMS INTO FINAL COURSE GRADES

For students who complete a course of study in subject classes culminating in a State examination, the Regents score may be included in the final course grade only if the exam and/or Common Core exam, the exam may not be the only reason a student passes or fails a course, per the NYSED School Administrator's Manual. As a part of a course grading policy, Standardized State Exam scores may be included in the calculation of a final course grade only if the score is:

Weighted no more than 330 percent of the terminal course leading up to the exam; and
Calculated into the course grade as a component of the weighted average.

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 teachers 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. any student who achieves the learning outcomes for a course must be granted credit.
- **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. Teachers must base students' grades on academic progress and performance, considering a student's entire body of work in the class. 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, teachers may not penalize students for missing remote learning sessions if they successfully demonstrate meeting the associated learning outcomes.
- Parents/guardians will make the final decision about whether their child's final passing grade remains on the existing scale or is updated to 'CR' (Credit). Grades of 'CR' are not included in students' GPAs.
- 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 Next Generation Learning Standards.
- Grades must be determined independently of conduct, although it is understood that class participation and observation of rules are factors.
- 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, letters, and other methods such as thru 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.
- All Advanced Placement courses, designated by an "X" in the sixth character of the course code, are weighted with a factor of 110%. Physical Education courses are not incorporated into students' GPA.

- For NXs received in June 2020 or Summer 2020, students have until January 2021 to complete outstanding material.
- For NXs received in June 2021 or Summer 2021, students will have until January 2022 to complete outstanding work.

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.

All teachers at our school will use Google Classroom as the platform for delivery of instructions and assignments to students. Students are therefore expected to sign-in into their Bryant Google accounts daily to check their classes on the same days as they would normally attend school starting September 21, 2020. All Blended students (Cohort A, B, & C) are expected to attend in-person learning days starting October 1, 2020. All remote students (Cohort D) are expected to attend live-instructional meets daily using google meets/DOE Zoom.

Google Classroom

Teachers and students can sign-in by navigating on an internet browser (but preferably the Google Internet browser) to:

- 1- www.google.com
- 2- click on  located on the upper right of the screen (if applicable)
- 3- Click on the waffle  located on top right of the screen and select "Classrooms"

Deleted: Regents examinations are required for students enrolled in the final semester of a Regents Course. Absence from a required Regents examination without documentation of a valid reason, such as a serious medical illness certified by a doctor's note or court appearance that cannot be rescheduled, may result in the final course grade being lowered by up to 30%.

For In-Person Students:

For each class on Google Classroom, teachers will host 1 in-person lesson a week. The live in-person lessons will support the Learning Activities of the in-person days, while the blended teacher will support students during the non-in person “classroom” days.

Each week the following in-person instructional meetings will occur – students will come to the building for instruction on the below days of their assigned cohort:

Cohort A students will meet in-person on Tuesdays only.
Cohort B students will meet in-person on Wednesdays only.
Cohort C students will meet in-person on Thursdays only.

Both the in-person and blended teacher will indicate the following during each in-person and blended lesson:

- Date
- Learning Target
- Focus Question
- Learning Activities
- Tasks student is expected to complete for the lesson
- Deadline to for student to submit the task(s)

For Blended/Remote Students:

For each class on Google Classroom, teachers will host live instructional meets during the assigned class period according to the bell schedule daily, 5 days per week. The teacher will indicate the following during each live instructional meeting and post the following supporting documents:

- Date
- Learning Target
- Focus Question
- Learning Activities
- Tasks student is expected to complete for the lesson
- Deadline to for student to submit the task(s)
- Method in which the task(s) will be submitted by student

Teachers will award grades to students based on the students’ completed and submitted work in the daily Google Classroom lessons and evaluation of tasks assigned.

Attendance will be monitored during in-person, blended and remote-only learning sessions and submitted daily using the Skedula attendance platform by 2:00pm each day.

Teachers will update the students’ grades on PupilPath by the Friday of every week.

Students who do not participate in daily lessons by completing assigned task responses as instructed by their teachers may result in a course failure and parents/guardians will be contacted for an intervention conference. Furthermore, failure of a class may result in a student not meeting the graduation requirement or promotion-in-doubt.

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

30% Summative -Assessments-	35% Formative -Checking for Understanding-	35% Formative -Classroom Environment-
Culminating Tasks (summative)	Annotations	Discussion Posts/Threads; Message Boards
Large Projects (Summative)	Stop-and-jots/Quick writes	Email Conversations
Final Essays	Culminating Task Benchmarks	Zoom Meetings/Google Meets
Lab Reports	Small Projects	Discussion/Conferencing
Mastery Assignments	Drafts & Revisions (Re-writes, Re-do assignments, use of feedback to revise written work, weekly assignments)	Check-in Ticket/Exit Ticket
Performances Presentations	Homework	Class Participation
Demonstrations of Proficiency	Performances Presentations	Group Work
Portfolios	Short Standards Based Informal Quizzes	
Standardized State Exams *		

*May count for up to 33% of the overall weighted grade in the last course sequence that ends in a Regents exam pending NYS Regents exam schedule for the 2020-2021 SY.

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.

*** This grading policy is subject to change as determined by the NYS and NYC Policy announcements for the 2020-2021 SY.