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Bay Terrace School

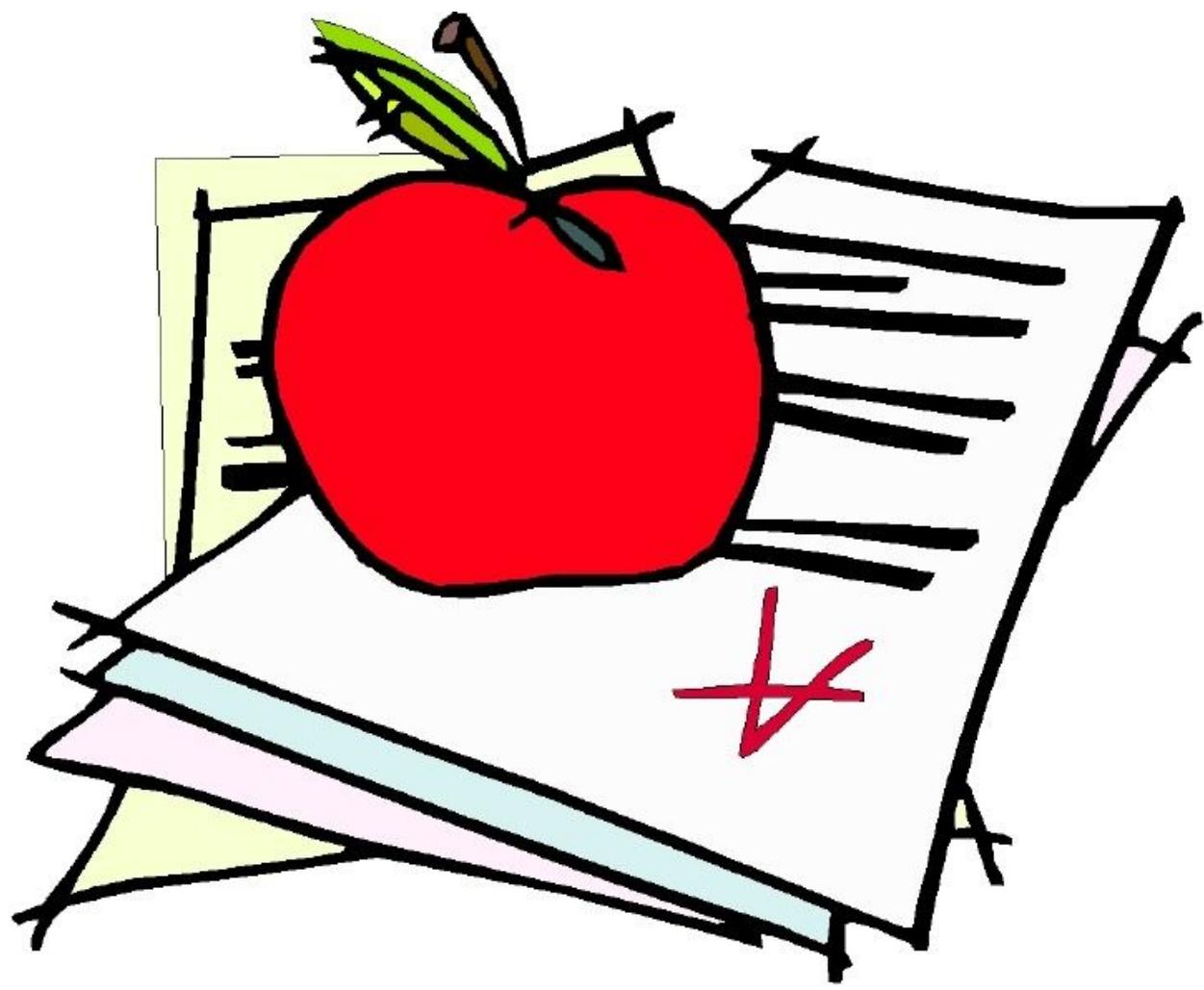
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# PS 169 Q

## Bay Terrace Elementary School

### Grading Policy



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## Philosophy and Purpose of Grading

At P.S. 169 our grading policy follows New York City Department of Education policies and guidelines and reflects professional evaluation by teachers. Academic grades play an important role in the educational process. To have transparency in practice we inform students and parents of how grades will be determined. Grades are based on documentation, participation, attitude, conduct, and work habits of each individual student. Grades must provide a complete picture of students' performance and take into consideration the varied circumstances that students that students and schools are navigating in remote and blended learning for 2020 - 21.

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. Attendance is vital to a student's academic progress and success. However, attendance does not count towards grades. A student's Academic Personal Behaviors has a profound impact upon his/her academic achievements.

Grading policies apply to all students, including students with disabilities and English Learners. It is important to keep in mind that for students with disabilities, annual goals, plans for progress monitoring, and promotion criteria are documented in the IEP, while the report card documents progress made in the general education curriculum. For ELLs, the grading policy should consider students' English proficiency levels based on the NYSITELL, NYSESLAT, or periodic assessments. All students, including students with disabilities, should be working toward grade-level.

## Scale of Marks Awarded

Schools may select their grading scales for marking periods and final grades. At PS 169Q we have a grading scale of a N - 3 - 4. (See Chart Below)

<u>Performance Level</u>	<u>Grade Level Standard</u>
4	Exceeds Standards
3	Meets Standards
N	Not Meeting Standards Yet / Needs Improvement
NL	Insufficient Information

For the 2020 - 2021 school year:

- "N" is in place of failing grade.
- "NL" must be used in cases where there is insufficient information to determine whether a student has met standards.
- Parents/ Guardians make the final decision about whether the students' final passing grade remains on the existing scale or is updated to "MT" (Meets Standards). This is only applicable for the final report grades in June.
- N, 3 or 4 for the entire year, not just the Final Grade. At the end of the year, parents can request that 3s or 4s be updated to MT.

## Timeline for assessments and rubrics

Prior to the beginning of the unit teachers take pre-assessment data. If the unit is project based the rubric will be shared with the students and families.

Within the unit teachers are monitoring student learning and progress which will be communicated as needed.

At the end of the unit students are made aware of their end of unit assessment to prepare or complete work accordingly. At the date of completion, teachers will notify families of student performance within 7 school days.

## Report Card Grades

### Marking Periods

Report Cards are sent to parents three times during the school year informing families of the degree to which student success in learning and mastering the Common Core Learning Standards (CCLS) has occurred.

Marking periods 1, 2, and 3 are stand-alone and independent of one another with marking period 3 also representing the final marking period.

Marking Period 1	9/5/19 - 11/13/20
Marking Period 2	11/16/20 - 3/12/21
Marking Period 3	3/15/21 - 6/25/21

### New Admits

Students in the classroom for at least 2 weeks will receive grades on the report card based on initial, benchmark assessments for the grade level. Students in the classroom for less than 2 weeks prior to the closing of a marking period will receive narrative comments representing how they are acclimating and adjusting to the new classroom environment and a grade of 'NL' for 'new learner'.

### Report Card Monitoring

Report Cards are reviewed prior to finalization and distribution to parents. Report cards are reviewed by grade level teams and administration. Grade level teams will review each other's report cards as well as between cluster teachers. Review includes:

- Grammar and spell check
- Consistency between classes, comments, and grades (ex. Student is reading 1 year above grade level however receives a 2 in reading).

## Report Card Grade Changes

Changes can be made by the teacher prior to printing. If a report card needs revision, changes can be made with the permission of the administration.

Every parent of guardian has the option to replace their students passing final grades with grades of "MT" (Meets Standards). Upon issuing final report cards, parents will be provided instructions for submitting requests to change final grades from numerical to "MT." The school will update the students' final grades and provide families with updated report cards and transcription within 30 days of the receipt of the request.

## Grade Books and Record Retention

Based on The Grading Policy and Academic Standards of New York, grade books should be retained for 6 years. As we are moving towards an online system, grade books should be kept electronically.

## Summative and Formative Assessment

<p>Formative assessments are designed to provide direction for improvement and/or adjustment to grouping for individual students or for the whole class. Formative assessments are not used for progress reports or report cards. A student who fails to meet the standard after their initial try should be given feedback on how to improve their practice and be required to resubmit their work. This holds students accountable for meeting PS 169's expectations. Some examples are:</p> <ul style="list-style-type: none"><li>• Do Nows</li><li>• Group Assignments</li><li>• Notebooks Checks</li><li>• Exit Tickets</li><li>• Class Participation</li><li>• Independent Work</li><li>• Homework (1st through 5th grade)</li></ul>	<p>Summative assessments are designed to provide information to be used to determine a student's achievement level at the end of a period of instruction. Some examples are:</p> <ul style="list-style-type: none"><li>• Performance Tasks</li><li>• Essays</li><li>• Constructed Response</li><li>• Projects</li><li>• Extended Writing Assignments</li></ul>
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## Courses Assessed in the 2020 - 2021 School Year

Students will be assessed in the following courses:

- English Language Arts
  - Reading
  - Writing
- Mathematics
- Science
- Social Studies
- Speaking and Listening

- Cluster Courses (Physical Education, Music and Technology)
- English as a New Language (ENL students only)

## Academic Expectations/ Considerations When Developing Grades

Schools must base students' grades on academic progress and performance, considering a students' 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 all subject areas the following considerations will be made:

- Participation - Listening and Speaking Standards & Attendance
- Classwork - Completion of work
- Group Work - Participating in the group

Grade Level	Academic Expectations	Considerations	Course Grading
K	<p>ELA</p> <ul style="list-style-type: none"> <li>• Students know and are able to apply grade-level phonics and word analysis skills in decoding words.</li> <li>• Students read emergent-reader texts with purpose and understanding.</li> <li>• Student's concepts of print, letter-sound knowledge, literature discussions, and reading behaviors meet grade level standards.</li> <li>• Student's end-of-unit on-demand writing, literature discussions and reading behaviors meet grade level standards.</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>• Students math tasks, classwork and common core checklist show conceptual understanding and an ability to complete grade level work.</li> </ul> <p>Content Area</p> <ul style="list-style-type: none"> <li>• Students demonstrate an understanding of science and social studies content and concepts.</li> </ul>	<p>ELA:</p> <ul style="list-style-type: none"> <li>• I Ready</li> <li>• DIBELS</li> <li>• Foundations</li> <li>• Teachers College Writing Post - On-Demand Assessment</li> <li>• Fountas and Pinnell Levels</li> <li>• Conference Notes</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>• Common Core Checklists</li> </ul> <p>Content:</p> <ul style="list-style-type: none"> <li>• Rubric based end of the unit assessment or project</li> </ul>	<p>Assessments - 40%</p> <p>Projects / Classwork / Tasks - 50%</p> <p>Participation - 10%</p>
First	ELA	ELA:	Assessments - 40%

<p>Grade</p>	<ul style="list-style-type: none"> <li>Students know and are able to apply grade-level phonics and word analysis skills in decoding words.</li> <li>Fountas and Pinnell independent level indicate accuracy, fluency, and comprehension.</li> <li>Student's end-of-unit on-demand writing, literature discussions and reading behaviors meet grade level standards.</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Students math tasks, tests and classwork show conceptual understanding and an ability to complete grade level computations.</li> </ul> <p>Content Area</p> <ul style="list-style-type: none"> <li>Student demonstrates an understanding of science and social studies content and concepts</li> </ul>	<ul style="list-style-type: none"> <li>iReady</li> <li>DIBELS</li> <li>Foundations</li> <li>Teachers College Writing Post - On-Demand Assessment</li> <li>Fountas and Pinnell Levels</li> <li>Conference Notes</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>End of the Unit Assessments</li> <li>Graded Task Work</li> </ul> <p>Content:</p> <ul style="list-style-type: none"> <li>Rubric based end of the unit assessment or project.</li> </ul>	<p>Projects / Classwork / Tasks - 45%</p> <p>Participation - 10%</p> <p>Homework - 5%</p>
<p>Second Grade</p>	<p>ELA</p> <ul style="list-style-type: none"> <li>Students know and are able to apply grade-level phonics and word analysis skills in decoding words.</li> <li>Fountas and Pinnell independent level indicate accuracy, fluency, and comprehension.</li> <li>Student's end-of-unit on-demand writing, literature discussions and reading behaviors meet grade level standards.</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Students math tasks, tests and classwork show conceptual understanding and an ability to complete grade level computations.</li> </ul> <p>Content Area</p> <ul style="list-style-type: none"> <li>Student demonstrates an understanding of science and social studies content and</li> </ul>	<p>ELA:</p> <ul style="list-style-type: none"> <li>iReady</li> <li>DIBELS</li> <li>Foundations</li> <li>Teachers College Writing Post - On-Demand Assessment</li> <li>Fountas and Pinnell Levels</li> <li>Conference Notes</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>End of the Unit Assessments</li> <li>Graded Task Work</li> </ul> <p>Content:</p> <ul style="list-style-type: none"> <li>Rubric based end of the unit assessment or project.</li> </ul>	<p>Assessments - 40%</p> <p>Projects / Classwork / Tasks - 45%</p> <p>Participation - 10%</p> <p>Homework - 5%</p>

	concepts		
Third Grade	<p>ELA</p> <ul style="list-style-type: none"> <li>Students know and are able to apply grade-level phonics and word analysis skills in decoding words.</li> <li>Fountas and Pinnell independent level indicate accuracy, fluency, and comprehension.</li> <li>Student's end-of-unit on-demand writing, literature discussions and reading behaviors meet grade level standards.</li> <li>Performance Grade on NYS ELA of Level 2 and above.</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Students math tasks, tests and classwork show conceptual understanding and an ability to complete grade level computations.</li> <li>Performance Grade on Math Assessments of Level 2 and above.</li> </ul> <p>Content Area</p> <ul style="list-style-type: none"> <li>Student demonstrates an understanding of science and social studies content and concepts</li> </ul>	<p>ELA:</p> <ul style="list-style-type: none"> <li>iReady</li> <li>DIBELS (Selected Students)</li> <li>Teachers College Writing Post -On-Demand Assessment</li> <li>Fountas and Pinnell Levels</li> <li>MAP Data</li> <li>Conference Notes</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>End of the Unit Assessments</li> <li>MAP Data</li> <li>Graded Task Work</li> </ul> <p>Content:</p> <ul style="list-style-type: none"> <li>Rubric based end of the unit assessment or project.</li> </ul>	<p>Assessments - 40%</p> <p>Projects / Classwork / Tasks - 45%</p> <p>Participation - 10%</p> <p>Homework - 5%</p>
Fourth Grade	<p>ELA</p> <ul style="list-style-type: none"> <li>Students know and are able to apply grade-level phonics and word analysis skills in decoding words.</li> <li>Fountas and Pinnell independent level indicate accuracy, fluency, and comprehension.</li> <li>Student's end-of-unit on-demand writing, literature discussions and reading behaviors meet grade level standards.</li> <li>Performance Grade on NYS ELA Assessments of Level 2</li> </ul>	<p>ELA:</p> <ul style="list-style-type: none"> <li>iReady</li> <li>DIBELS (Selected Students)</li> <li>Teachers College Writing On-Demand Assessment</li> <li>Fountas and Pinnell Levels</li> <li>Star Data</li> <li>Conference Notes</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>End of the Unit Assessments</li> <li>Star Data</li> </ul>	<p>Assessments - 40%</p> <p>Projects / Classwork / Tasks - 45%</p> <p>Participation - 10%</p> <p>Homework - 5%</p>

	<p>and above.</p> <p>Math</p> <ul style="list-style-type: none"> <li>Students math tasks, tests and classwork show conceptual understanding and an ability to complete grade level computations.</li> <li>Performance Grade on Math Assessments of Level 2 and above</li> </ul> <p>Content Area</p> <ul style="list-style-type: none"> <li>Student demonstrates an understanding of science and social studies content and concepts</li> </ul>	<ul style="list-style-type: none"> <li>Graded Task Work</li> </ul> <p>Content:</p> <ul style="list-style-type: none"> <li>Rubric based end of the unit assessment or project.</li> </ul>	
Fifth Grade	<p>ELA</p> <ul style="list-style-type: none"> <li>Students know and are able to apply grade-level phonics and word analysis skills in decoding words.</li> <li>Fountas and Pinnell independent level indicate accuracy, fluency, and comprehension.</li> <li>Student's end-of-unit on-demand writing, literature discussions and reading behaviors meet grade level standards.</li> <li>Performance Grade on NYS ELA of Level 2 and above.</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Students math tasks, tests and classwork show conceptual understanding and an ability to complete grade level computations.</li> <li>Performance Grade on Math Assessments of Level 2 and above.</li> </ul> <p>Content Area</p> <ul style="list-style-type: none"> <li>Student demonstrates an understanding of science and social studies content and concepts</li> </ul>	<p>ELA:</p> <ul style="list-style-type: none"> <li>iReady</li> <li>DIBELS (Selected Students)</li> <li>Teachers College Writing On-Demand Assessment</li> <li>Fountas and Pinnell Levels</li> <li>MAP Data</li> <li>Conference Notes</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>End of the Unit Assessments</li> <li>MAP Data</li> <li>Graded Task Work</li> </ul> <p>Content:</p> <ul style="list-style-type: none"> <li>Rubric based end of the unit assessment or project.</li> </ul>	<p>Assessments - 40%</p> <p>Projects / Classwork / Tasks - 45%</p> <p>Participation - 10%</p> <p>Homework - 5%</p>

## Make-Up/ Missed Assignment Policy

Missed assignments should be made up immediately following the student's return to school with an excused absence note. Late assignments should be made up. Please coordinate with classroom teachers to work out making up assignments. Parents and students are responsible for reaching out to teachers if there are any foreseeable obstacles in the completion of an assignment before the due date.

## Assessment Calendar

### All Dates Subject to Change

Date	Event
9/16/20	Marking Period 1 Begins
9/21/20- 10/3/20	<u>Graded Benchmark Assessments Window</u> Kindergarten - Grade 5 <ul style="list-style-type: none"><li>• i Ready Math and ELA</li></ul>
11/13/20	Marking Period 1 Ends
11/16/20	Marking Period 2 Begins
11/17/20	Report Cards Released to Families (NYC School Accounts)
11/19/20	Parent Teacher Conferences
1/4/21 - 2/28/20	<u>Graded Benchmark Assessments Window</u> Kindergarten - Grade 5 <ul style="list-style-type: none"><li>• i Ready Math and ELA</li></ul>
3/12/21	Marking Period 2 Ends
3/15/21	Marking Period 3 Begins
3/16/21	Report Cards Released to Families (NYC School Accounts)
3/18/21	Parent Teacher Conferences
4/20/21 - 4/21/21	NYS ELA Exam Window
5/4/21 - 5/5/21	NYS Math Exam Window
5/1/21 - 6/21	<u>Graded Benchmark Assessments Window</u> Kindergarten - Grade 5 <ul style="list-style-type: none"><li>• i Ready Math and ELA</li></ul>
TBD	Spring Family Night
6/25/21	Last Day of School For Students
6/28/21	Final Report Cards Released to Families (NYC School Accounts)

## RTI (Response to Intervention)

Beginning in October, reading and writing support is provided to students who are already demonstrating the risk of being Promotion in Doubt.

If your child does not show progress within 8 weeks, the student's teacher may schedule a meeting to discuss your student's needs and progress in the classroom.

## Promotion in Doubt Process

Process	Date	Actions
Early notice to families	Fall Parent-Teacher Conferences	Schools give early notice to parents in the report card if the child's performance is not standards
Criteria checks and corrections	Wednesday, January 2, 2021- Friday, January 31, 2021	<p>Promotion in Doubt process begins by identifying students as Promotion in Doubt</p> <ul style="list-style-type: none"> <li>• Administration reviews student data</li> <li>• Teacher will contact the parent to set up meeting</li> </ul> <p>Schools review student promotion criteria in ATS and update source systems as needed.</p>
ATS designation of students as PID	January 2021	Schools review student promotion criteria in ATS and update source systems as needed.
	January 2021	IEPs must reflect the appropriately rigorous promotion criteria that students will be held to for school 2019-2020
Written notice to families	January 2021- February 2021	Schools print PID letters using the PIDL function. Schools release PID letters from ATS printers and mail home to families.

	February 2021	Deadline to send written notice of PID status.
Continued notice to families	Spring parent/teacher conferences and report cards	Schools update parents on their child's progress towards meeting promotion benchmarks.

- This guideline will be reviewed annually each June by the grading policy team.