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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.

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. 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

<u>Performance Level</u>	<u>Grade Level Standard</u>
4	Exceeds Standards
3	Meets Standards
2	Below Standards
1	Far Below Standards

## 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 - 11/15/19
Marking Period 2	11/18/19 - 3/6/20
Marking Period 3	3/9/20 - 6/12/20

### 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.

### 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 systems 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 2019 - 2020 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, Art, Music and Technology)
- English as a New Language (ENL students only)

## Academic Expectations/ Considerations When Developing Grades

Grade Level	Academic Expectations	Considerations	Course Grading
K	ELA <ul style="list-style-type: none"> <li>● Student knows and is able to apply grade-level phonics and word analysis skills in decoding words.</li> </ul>	For all subject areas the following considerations will be made: <ul style="list-style-type: none"> <li>● Participation - Listening and</li> </ul>	Assessments - 40%  Projects / Classwork / Tasks

	<ul style="list-style-type: none"> <li>• Student reads 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>• Student demonstrates an understanding of science and social studies content and concepts.</li> </ul>	<p>Speaking Standards &amp; Attendance</p> <ul style="list-style-type: none"> <li>• Classwork - Completion of work</li> <li>• Group Work - Participating in the group</li> </ul> <p>ELA:</p> <ul style="list-style-type: none"> <li>• DIBELS</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>- 50%</p> <p>Participation - 10%</p>
<p>First Grade</p>	<p>ELA</p> <ul style="list-style-type: none"> <li>• Student knows and is 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>For all subject areas the following considerations will be made:</p> <ul style="list-style-type: none"> <li>• Participation - Listening and Speaking Standards &amp; Attendance</li> <li>• Classwork - Completion of work</li> <li>• Group Work - Participating in the group</li> </ul> <p>ELA:</p> <ul style="list-style-type: none"> <li>• DIBELS</li> <li>• Teachers College Writing Post - On-Demand Assessment</li> <li>• Fountas and</li> </ul>	<p>Assessments - 40%</p> <p>Projects / Classwork / Tasks - 45%</p> <p>Participation - 10%</p> <p>Homework - 5%</p>

	<p>Content Area</p> <ul style="list-style-type: none"> <li>• Student demonstrates an understanding of science and social studies content and concepts</li> <li>• Student's end-of-unit on-demand writing, literature discussions and reading behaviors meet grade level standards.</li> </ul>	<p>Pinnell Levels</p> <ul style="list-style-type: none"> <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>	
Second Grade	<p>ELA</p> <ul style="list-style-type: none"> <li>• Student knows and is 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> </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>	<p>For all subject areas the following considerations will be made:</p> <ul style="list-style-type: none"> <li>• Participation - Listening and Speaking Standards &amp; Attendance</li> <li>• Classwork - Completion of work</li> <li>• Group Work - Participating in the group</li> </ul> <p>ELA:</p> <ul style="list-style-type: none"> <li>• DIBELS</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>

<p>Third Grade</p>	<p>ELA</p> <ul style="list-style-type: none"> <li>• Student knows and is 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>For all subject areas the following considerations will be made:</p> <ul style="list-style-type: none"> <li>• Participation - Listening and Speaking Standards &amp; Attendance</li> <li>• Classwork - Completion of work</li> <li>• Group Work - Participating in the group</li> </ul> <p>ELA:</p> <ul style="list-style-type: none"> <li>• DIBELS</li> <li>• Teachers College Writing Post -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> <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>
<p>Fourth Grade</p>	<p>ELA</p> <ul style="list-style-type: none"> <li>• Student knows and is 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</li> </ul>	<p>For all subject areas the following considerations will be made:</p> <ul style="list-style-type: none"> <li>• Participation - Listening and Speaking Standards &amp; Attendance</li> <li>• Classwork - Completion of work</li> <li>• Group Work - Participating in</li> </ul>	<p>Assessments - 40%</p> <p>Projects / Classwork / Tasks - 45%</p> <p>Participation - 10%</p> <p>Homework - 5%</p>

	<ul style="list-style-type: none"> <li>grade level standards. Performance Grade on NYS ELA Assessments 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>the group</p> <p>ELA:</p> <ul style="list-style-type: none"> <li>DIBELS</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> <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>Student knows and is 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>For all subject areas the following considerations will be made:</p> <ul style="list-style-type: none"> <li>Participation - Listening and Speaking Standards &amp; Attendance</li> <li>Classwork - Completion of work</li> <li>Group Work - Participating in the group</li> </ul> <p>ELA:</p> <ul style="list-style-type: none"> <li>DIBELS</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>Assessments - 40%</p> <p>Projects / Classwork / Tasks - 45%</p> <p>Participation - 10%</p> <p>Homework - 5%</p>



	<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>Math:</p> <ul style="list-style-type: none"> <li>• End of the Unit Assessments</li> <li>• Star 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>	
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## 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 can only be turned in 5 days after the due date.

Parents and students are responsible for reaching out to teachers if there is any foreseeable obstacle in the completion of an assignment before the due date.

## Assessment Calendar

### All Dates are Tentative

Date	Event
9/5/2019	Marking Period 1 Begins
9/19/2019	Family Night - Grading Policy Shared with Families
9/17/2019 - 10/17/2019	<p><u>Graded Benchmark Assessments</u>  <u>Round 1</u>  Kindergarten <ul style="list-style-type: none"> <li>• DIBELS</li> </ul> Grades 1 - 2 <ul style="list-style-type: none"> <li>• Foundations</li> <li>• F&amp;P</li> </ul> Grades 3 - 5 <ul style="list-style-type: none"> <li>• STAR Math &amp; ELA</li> <li>• F&amp;P</li> </ul> </p>
11/15/19	Marking Period 1 Ends
11/18/19	Marking Period 2 Begins
11/15/19 - 12/20 /19	<p><u>Graded Benchmark Assessments</u>  <u>Round 1</u>  Kindergarten <ul style="list-style-type: none"> <li>• DIBELS</li> </ul> </p>

	<p>Grades 1 – 2</p> <ul style="list-style-type: none"> <li>• Foundations</li> <li>• F&amp;P</li> </ul> <p>Grades 3 – 5</p> <ul style="list-style-type: none"> <li>• STAR Math &amp; ELA</li> <li>• F&amp;P</li> </ul>
12/5/19	Parent Teacher Conferences
1/6/20 – 1/31/20	<p><u>Graded Benchmark Assessments</u> <u>Round 3</u></p> <p>Kindergarten</p> <ul style="list-style-type: none"> <li>• DIBELS</li> <li>• F &amp; P</li> </ul> <p>Grades 1 – 2</p> <ul style="list-style-type: none"> <li>• Foundations</li> <li>• F&amp;P</li> </ul> <p>Grades 3 – 5</p> <ul style="list-style-type: none"> <li>• F&amp;P</li> </ul>
2/3/20 – 2/28/20	<p><u>Graded Benchmark Assessments</u> <u>Round 3</u></p> <p>Grades 3 – 5</p> <ul style="list-style-type: none"> <li>• STAR Math &amp; ELA</li> </ul>
3/6/20	Marking Period 2 Ends
3/9/20	Marking Period 3 Begins
3/19/20	Parent Teacher Conferences
3/2/20 – 3/31/20	<p><u>Graded Benchmark Assessments</u> <u>Round 4</u></p> <p>Kindergarten</p> <ul style="list-style-type: none"> <li>• DIBELS</li> <li>• F &amp; P</li> </ul> <p>Grades 1 – 2</p> <ul style="list-style-type: none"> <li>• Foundations</li> <li>• F&amp;P</li> </ul> <p>Grades 3 – 5</p> <ul style="list-style-type: none"> <li>• F&amp;P</li> </ul>
4/1/20 – 4/2/20	NYS ELA Exam
5/1/20 – 5/2/20	NYS Math Exam
5/9/20 – 6/3/20	<p><u>Graded Benchmark Assessments</u> <u>Round 4</u></p> <p>Kindergarten</p> <ul style="list-style-type: none"> <li>• DIBELS</li> </ul> <p>Grades 1 – 2</p> <ul style="list-style-type: none"> <li>• Foundations</li> <li>• F&amp;P</li> </ul> <p>Grades 3 – 5</p> <ul style="list-style-type: none"> <li>• STAR Math &amp; ELA</li> <li>• F&amp;P</li> </ul>
6/08/20	Spring Family Night (Tentative)

6/12/20	Marking Period 3 Ends
6/19/20	Report Card Final Edits Due
6/24/20	Report Cards send to families

## 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 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 it not standards
Criteria checks and corrections	Wednesday, January 2, 2020- Friday, January 31, 2020	<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 2020	Schools review student promotion criteria in ATS and update source systems as needed.
	January 2020	IEPs must reflect the appropriately rigorous

		promotion criteria that students will be held to for school 2019-2020
Written notice to families	January 2020- February 2020	Schools print PID letters using the PIDL function. Schools release PID letters from ATS printers and mail home to families.
	February 2020	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.