

Maurice A. FitzGerald School - P.S. 199Q

2022-2023 Grading Policy

Grades 1-5 Subjects and Competencies	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
English Language Arts Overall: 40% Reading, 40% Writing & 20% Listening and Speaking					
<i>Reading</i>	<i>Grade 1</i>	<i>Grade 2</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>
Reads with sufficient accuracy and fluency to support comprehension	Formal and Informal TC Running Records and/or formative/summative assessment (guided reading conference notes)	Formal and Informal TC Running Records and/or formative/summative assessment (guided reading conference notes)	Formal and Informal TC Running Records and/or formative/summative assessment (guided reading conference notes)	Formal and Informal TC Running Records and/or formative/summative assessment (guided reading conference notes)	Formal and Informal TC Running Records and/or formative/summative assessment (guided reading conference notes)
Uses letter-sound relationships to figure out new-words.	TC Running Records and/or formative assessment (guided reading conference notes)	TC Running Records and/or formative assessment (guided reading conference notes)	N/A*	N/A*	N/A*
Reads and comprehends grade level texts independently across a variety of genres (fiction and nonfiction)	TC Running Records and/or formative assessment (guided reading, conference notes)	TC Running Records and/or formative assessment (guided reading, conference notes)	TC Running Records and/or formative assessment (guided reading, conference notes)	TC Running Records and/or formative assessment (guided reading, conference notes)	TC Running Records and/or formative assessment (guided reading, conference notes)
Demonstrates comprehension by referring to text details	Assessments / guided reading notes / conferring notes	Assessments / guided reading notes / conferring notes	Assessments / guided reading notes / conferring notes	Assessments / guided reading notes / conferring notes	Assessments / guided reading notes / conferring notes
<i>Writing</i>	<i>Grade 1</i>	<i>Grade 2</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>
Writes independently for difficult tasks, purposes, and audiences (opinion, information/explanatory, narrative)	Post On Demand / Published Writing (rubric) & Conference Notes	Post On Demand / Published Writing (rubric) & Conference Notes	Post On Demand / Published Writing (rubric) & Conference Notes	Post On Demand / Published Writing (rubric) & Conference Notes	Post On Demand / Published Writing (rubric) & Conference Notes
Uses details and facts from text in writing to further meaning	Post On Demand / Published Writing (rubric) & Conference Notes	Post On Demand / Published Writing (rubric) & Conference Notes	Post On Demand / Published Writing (rubric) & Conference Notes	Post On Demand / Published Writing (rubric) & Conference Notes	Post On Demand / Published Writing (rubric) & Conference Notes

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Revises writing to clarify and add details as needed	Post On Demand / Published Writing (rubric) & Conference Notes	Post On Demand / Published Writing (rubric) & Conference Notes	Post On Demand / Published Writing (rubric) & Conference Notes	Post On Demand / Published Writing (rubric) & Conference Notes	Post On Demand / Published Writing (rubric) & Conference Notes
<i>Listening, Speaking and Language</i>	<i>Grade 1</i>	<i>Grade 2</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>
During collaborative discussion, expresses ideas with clarity, appropriate facts, and relevant descriptive detail	Small Group Work, Partner Work, Accountable Talk, Whole Group Discussion	Small Group Work, Partner Work, Accountable Talk, Whole Group Discussion	Small Group Work, Partner Work, Accountable Talk, Whole Group Discussion	Small Group Work, Partner Work, Accountable Talk, Whole Group Discussion	Small Group Work, Partner Work, Accountable Talk, Whole Group Discussion
Uses and understands a wide range of vocabulary	Small Group Work Whole Group Discussion	Small Group Work Whole Group Discussion	Small Group Work Whole Group Discussion	Small Group Work Whole Group Discussion	Small Group Work Whole Group Discussion
Uses correct grammar, mechanics and spelling	Foundations, writing rubric, TC Phonics	Foundations, writing rubric, TC Phonics	Foundations, writing rubric, TC Phonics	Foundations, writing rubric, TC Phonics	Foundations, writing rubric, TC Phonics
<i>Mathematics</i>	<i>Grade 1</i>	<i>Grade 2</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>
Demonstrates an understanding of mathematical concepts	Classwork (whole group/formative assessments) Small group work (formative assessment) Unit Assessments (Summative)	Classwork (whole group/formative assessments) Small group work (formative assessment) Unit Assessments (Summative)	Classwork (whole group/formative assessments) Small group work (formative assessment) Unit Assessments (Summative)	Classwork (whole group/formative assessments) Small group work (formative assessment) Unit Assessments (Summative)	Classwork (whole group/formative assessments) Small group work (formative assessment) Unit Assessments (Summative)
Solves problems with precision and accuracy	Unit Assessments, classwork, and other formative/summative assessments	Unit Assessments, classwork, and other formative/summative assessments	Unit Assessments, classwork, and other formative/summative assessments	Unit Assessments, classwork, and other formative/summative assessments	Unit Assessments, classwork, and other formative/summative assessments
Solves problems in multiple ways and explains solutions	Unit Assessments, classwork, and other formative/summative assessments	Unit Assessments, classwork, and other formative/summative assessments	Unit Assessments, classwork, and other formative/summative assessments	Unit Assessments, classwork, and other formative/summative assessments	Unit Assessments, classwork, and other formative/summative assessments
<i>Science</i>	<i>Grade 1</i>	<i>Grade 2</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>
Demonstrates and understanding of science content and concepts	Science Cluster & Teacher Observation Classwork & Formative / summative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments

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Uses reading, writing to gather, interpret, and use evidence in science content and concepts	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments
Applies critical thinking to extend understanding of content and concepts	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments
<i>Social Studies</i>	<i>Grade 1</i>	<i>Grade 2</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>
Demonstrates an understanding of social studies content and concepts	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments
Uses reading, writing and to gather, interpret, and use evidence in social studies content and concepts	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments
Applies critical thinking to extend understanding of content and concepts	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments
<i>Physical Education</i>	<i>Grade 1</i>	<i>Grade 2</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>
Participates in physical activity and demonstrates ability in age-appropriate movement, control, and fitness skills	Teacher observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments
Demonstrates an understanding of basic parts of health-related fitness and the connection between physical activity and wellness	Teacher observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments	Teacher Observation, classwork & Formative Assessments
<i>Visual Arts</i>	<i>Grade 1</i>	<i>Grade 2</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>
Creates, performs, responds to, and reflects upon arts and making art	Teacher Observations & Arts Classwork	Teacher Observations & Arts Classwork	Teacher Observations & Arts Classwork	Teacher Observations & Arts Classwork	Teacher Observations & Arts Classwork

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Demonstrates understanding of arts content and concepts	Teacher Observations & Arts Classwork	Teacher Observations & Arts Classwork	Teacher Observations & Arts Classwork	Teacher Observations & Arts Classwork	Teacher Observations & Arts Classwork
<i>Academic and Personal Behaviors</i>	<i>Grade 1</i>	<i>Grade 2</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>
Manages time and consistently demonstrates effort to independently achieve goals	Teacher Observations	Teacher Observations	Teacher Observations	Teacher Observations	Teacher Observations
Works in an organized manner	Teacher Observations	Teacher Observations	Teacher Observations	Teacher Observations	Teacher Observations
Persists through challenges to complete a task by trying different strategies	Teacher Observations	Teacher Observations	Teacher Observations	Teacher Observations	Teacher Observations
Asks for help when needed	Teacher Observations	Teacher Observations	Teacher Observations	Teacher Observations	Teacher Observations
Respects school rules and works well in the school community	Teacher Observations	Teacher Observations	Teacher Observations	Teacher Observations	Teacher Observations

Kindergarten Subject and Competencies	
English Language Arts Overall: 40% Reading, 40% Writing & 20% Listening/Speaking	
<i>Reading</i>	<i>Kindergarten</i>
Identifies letters by name and sound and uses letter sounds to read familiar and or new words	Teachers College Reading Variations / Running Records and formative assessment (guided reading conference notes)
Demonstrates understanding of spoken words, syllables and sounds	Teachers College Reading Variations / Running Records and formative assessment (guided reading conference notes)

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Demonstrates understanding of the organization and basic features of print	Teachers College Reading Variations / Running Records and formative assessment (guided reading conference notes)
Read emergent reader texts (fiction and nonfiction) with purpose and understanding	Teachers College Reading Variations / Running Records and formative assessment (guided reading conference notes)
<i>Writing</i>	Kindergarten
Uses a combination of writing, drawing or dictating for a variety of purposes	Teachers College Writing Rubric and formative assessment (guided reading conference notes)
Uses knowledge of letters and sounds in writing	Teachers College Writing Rubric and formative assessment (guided reading conference notes)
<i>Listening, Speaking and Language</i>	Kindergarten
During collaborative discussions, expresses ideas with clarity and relevant, descriptive detail	Guided reading/writing conference notes, small group, and teacher observations
Asks and answers questions with appropriate detail	Guided reading/writing conference notes, small group, and teacher observations
<i>Mathematics</i>	Kindergarten
Demonstrates and understanding of mathematical concepts	Classwork (whole group/formative assessment) Small group work (formative assessment)
Solves problems in multiple ways and explains solutions	Assessments Classroom formative assessment
<i>Science</i>	Kindergarten
Demonstrates an understanding of science content and concepts	Teacher Observation, Classwork/Small Group, and Formative Assessments
Uses beginning reading, writing and mathematics to gather, interpret, and use evidence in science content and concepts	Teacher Observation, Classwork/Small Group, and Formative Assessments
Makes and test predictions, seeks answers, and develops solutions	Teacher Observation, Classwork/Small Group, and Formative Assessments
<i>Social Studies</i>	Kindergarten
Demonstrates an understanding of social studies content and concepts	Teacher Observation, Classwork/Small Group, and Formative Assessments
Uses beginning reading, writing and mathematics to gather, interpret, and use evidence in social studies content and concepts	Teacher Observation, Classwork/Small Group, and Formative Assessments
Applies critical thinking to extend understanding of content and concepts	Teacher Observation, Classwork/Small Group, and Formative Assessments

How are students going to be graded?

- Ratings should accurately reflect classwork, homework, assessments, assigned tasks, conferring notes, teacher observations, etc.
- The reading level and score should accurately **reflect the progress** that students have made from September through November, which could include **formal/informal records, guided reading, conferring notes, etc.**
- When determining a student's grade at a given time (either marking period or final grades), teachers must take grades on individual assignments and combine them to create an overall grade that communicates to students and families how the student is doing in the course.
- Final course grades should reflect the student's ultimate level of proficiency at the end of the course. Final grades that are an average of marking period grades penalize students who do not demonstrate proficiency from the beginning of the course.

Assessments:

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“The fundamental purpose of assessment in education is to establish and understand the points that students (either as individuals or groups) have reached in their learning at the time of assessment” Masters, (2015)

Formative assessment provides feedback to enable teacher and student to answer three key questions:

- 1) What is to be learned?
- 2) How is learning progressing?
- 3) What will be learned next?

Types of Assessments, but not limited to:

- ☐ Unit Benchmarks
- ☐ Published Writing
- ☐ Mid-Point checks
- ☐ Rubrics – must be given out along with assigned writing pieces and special projects. Rubrics must explain the task, how to complete it, and how it will be scored. Furthermore, rubrics should not be a surprise to children – they should be given to students as a tool to guide them in completing their writing piece.

Types of Teacher Observations

- Conferring notes
- Checklist

ENL: Grades must be accurate and equitable, regardless of the ELL or SWD status. Students receiving ENL services should receive a grade **that accurately reflects their current work** using the 1-4 scale.

Stand-Alone: ratings should accurately reflect classwork, homework, assessments, assigned tasks, conferring notes, teacher observations, etc. Comments must provide parents information that shows their academic progress.

IEP: Teachers will grade students with an Individualized Education Plan (IEP) in accordance to their IEP. All accommodations on the IEP must be considered prior to assigning a grade.

Period Grades:

Each marking period, students will be given an isolated grade for each subject area using the 1-4 scale. The **final grade** will represent a cumulative grade representing the overall achievement for the entire school year,

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