 P 811Q

MARATHON SCHOOL

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Independence-Collaboration-Technology-Communication

 Nicole Avila

 **I.A. Principal Assistant Principals**

**Elementary Offsites:** PS 37, P 147, P 822 Yvette Miguez

**Intermediate Offsites:** IS 227 Katis Romig

**High School Offsites:** Bayside HS, Francis Lewis HS, QHST Michel Rueda

**P811Q Grading Policy**

The mission of P811Q is to promote challenging education experiences, with equity of opportunity and access that will enable all students, commensurate with their abilities to become participating and contributing members of a multicultural society. P811Q is committed to supporting the development and implementation of comprehensive programs which enable students to maximize their potential in environments within our public schools and the larger community.

P811Q will achieve this mission by placing and educating students in programs which integrate academics, technology, related and support services, occupational training, recreational/leisure activities, career education, and community-based instruction. These services will be driven by Individualized Education Programs (IEPs) developed in consultation with parents and students. The students and families of P811Q are encouraged to make choices throughout the students’ educational careers. Their participation in the Individualized Transition Planning process will further help to direct the on-going delivery of services, even after the students’ public school experience has ended. Grading is complex because it intertwines with the larger questions of the purpose of education and the value of the mandated content of the Common Core Learning Standards.  Our students receive grades that reflect the rigorous curriculum of P811Q.

The purpose of our grading policy is to outline how and when students and families will receive feedback on student progress. This grading policy allows students, families, and teachers to have a mutual understanding of what specific grades mean.

Grades are a reflection of students’ understanding of content, their progression through a course or subject, and their mastery of skills at a given point in time. Grades are reported on student report cards at regular intervals (4 times per year) throughout the school year to provide students and families with feedback about academic progress.

The grade is determined based on seven areas: assessments, classwork, homework, prompting, participation/behavior, IEP progress, and attendance. Grades are based on an average of the seven areas. The final grade of the report card is an average of the marking periods. The report card for summer is a separate report card, which is not considered in the final report card grade.

Personalized feedback is provided to the student and parent in the comment section of the report card. Parents are encouraged to share their comments in the parent comment section of the report card.

Students with disabilities who participate in alternate assessments receive grades that reflect their mastery of the courses. Due to the nature of their disabilities, students are provided with adapted and modified content to enable access to the curriculum.  It is important to us that report cards document progress made toward the essence of the standards.

The P811Q grading policy ensures that our students have the advantage of a grading system that reflects their individual progress in content areas as indicated on the report card. Progress made on individual IEP goals is reported on the IEP progress report, which accompanies the report card.

The scale of marks awarded on the report card is as follows:

|  |  |
| --- | --- |
| **Grade** | **Proficiency Level Descriptors for Subject** |
| 4 | Independent/Proficient |
| 3 | Supported/Developing |
| 2 | Emerging/Partial |
| 1 | Beginning/Initial |

Sincerely,

Nicole Avila

I.A. Principal