



John Adams High School
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John Adams High School Grading Policy

Schools Mission

At John Adams High School we hold ourselves responsible for fostering and sustaining a school wide culture of life-long learning. Our students will master the skills and knowledge necessary for success in college and 21st century career readiness.

Grading Policy

A grading policy outlines how and when students will receive feedback on their mastery of content and skills. The purpose of a grading policy is to allow students, families, and teachers to have a mutual understanding of what specific grades mean. Our school grading policy will be reviewed annually by our School Leadership Team (SLT) and Academic Policy Team members. It will be available to students and their families at the beginning of every year and be posted on our school website; www.johnadamsnyc.org.

Chancellors 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 towards meeting these standards and to improve classroom instruction.

Performance Standards

The performance standards used to determine student mastery will be the New York State P-12 Common Core Learning standards. These common core state 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 common core standards in all academic disciplines and students grades must be based on progress toward and mastery of these standards.

The common core standards can be found at:
<http://schools.nyc.gov/academics/commoncorelibrary/default.htm>

Academic Dates

The school year is divided into two semesters. Semester 1 runs from September through January. Semester 2 runs from February to June. All report cards will be handed to students during official class periods and mailed home to parents. All grades will be available on NYCSA . NYSCA also allows for email communication between parents and teachers. Please see a guidance counselor or the parent coordinator to sign up for skedula invitations. Parents are encouraged to reach out to the small learning community leadership team (guidance counselors, directors and deans).

Semester one reports cards are typically given out during the following months:

- Marking Period 1: End of October (coincides with Parent Teacher Conferences)
- Marking Period 2: Beginning of December
- Marking Period 3: End of January

Semester two report cards are typically giving out during the following months:

- Marking Period 1: End of March (coincides with Parent Teacher Conferences)
- Marking Period 2: Beginning of May
- Marking Period 3: End of June

Fair and Credible Assessment

- Teachers shall discuss assessment with students in an age appropriate manner, at the beginning of the semester.
- Teachers shall provide students and parents with a written overview of assessments, and grading criteria, in clear and 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 Assessment

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
- Classwork

Because the goal is mastery, students must be given the opportunity to improve their grade by retaking, rewriting or making-up any failed or missed formative assessment. *All make up work must be completed no later than 20 days after the end of the marking period. Assignments that are handed in within this timeframe will count towards the final grade, though each assignment that is handed in late due to noncompletion or an unexcused absence may be reduced by as much as 5 points. Assignments that are handed in late due to an excused absence will not be reduced.

Response to intervention (RTI) must be provided to students when the need arises. Teachers may recommend a student for content tutoring, Title III tutoring, achieve 3000, reading horizon or Apex.

Summative Assessments

Summative assessments are given periodically to gauge a student's level of mastery of the goal standard. All summative assessments must be aligned to the common core standards and must reflect a student's mastery of those standards. Summative assessments are to be the basis of a student's grade.

Summative assessments can be comprised of:

- Unit tests
- Mid-term and final examinations
- Projects
- Essays
- Speeches
- Demonstrations

Because the goal is mastery, students must be given the opportunity to improve their grade by retaking; rewriting or making-up any failed or missed summative assessment. *All make up work must be completed no later than 20 days after the end of the marking period. Assignments that are handed in within this timeframe will count towards the final grade, though each assignment that is handed in late due to noncompletion or an unexcused absence may be reduced by as much as 5 points. Assignments that are handed in late due to an excused absence will not be reduced.

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.

SCHOOL WIDE PRACTICES IN GRADING

- Grades are an appraisal of educational achievement, not a reward or a punishment
- Grades must be based on the level of progress towards mastery of the Core standards.
- Grades must be determined independently of conduct, although it is understood that class participation and observation of rules may influence mastery of the course standards.
- Attendance may not be factored into a student's grade. 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, kininvolved, skedula, and letters) 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.***

Marking Period Grades

1. Grades in all courses shall be based on reasonable, appropriate educational criteria. Grades are a reflection of students' understanding and command 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 throughout the school year to provide students and families with feedback about academic progress. **(Marking Period 3 represents the cumulative average of all 3 marking periods. Therefore, the marking period 3 grade is also the final grade.)** The following components shall be considered in the determination of grades for each course:
 - Individual growth and achievement, Reports, Class participation, Projects, Research, Assigned out of school activities, Homework, and Examinations.
2. **Grades**
90-100 (units of 1) i.e. 92, 93, 95
88 *Permitted Grade*

65-85 (Units of 5) i.e. 75, 80, 85

55 Academic Deficiencies

45 Academic deficiencies and excessively absent. (Both must occur)

NL No credit given – late admission to subject class (late admissions defined as two weeks prior to the marking period ending)

For Science Lab Teachers only:

CR – Credit for passing lab (17 cumulative labs completed since Sept.) is needed for credit.

N- Needs improvement (student has not completed required labs)

NL, X – These grades are not allowed for labs

Grading Rubric for Informal Assignments

Departments may choose to use the Informal assignment to provide feedback that is more detailed to the students and parents. However, for the purpose of grading Informal Assignments, students who have made a reasonable attempt, as determined by the PLC, will receive a minimum score of 50%, so that students are not penalized during the learning process.

Letter Grade	Min %	Descriptor	Performance Band	Rubric Score
A	90%	An A means the student shows mastery of content above grade level rigor with in- depth inferences and applications that go beyond what is taught in class.	Advanced	5 <i>More Complex Learning Goal</i>
B	80%	A B means the student has completed proficient work on all course objectives at grade level rigor with no major errors or omissions.	Proficient	4 <i>Target Learning Goal</i>
C	70%	A C means the student has completed proficient work on the most important objectives, although not on all objectives, at below grade level rigor of what was explicitly taught in class.	Basic	3 <i>Simpler Learning Goal</i>
D	60%	A D means the student has completed proficient work on at least half of the course objectives but is missing some important objectives and is at significant risk of failing the next course in the sequence.	Below Basic	2

F	50%	An F means the student produces minimal information even with prompting. The student has completed proficient work on fewer than half of the course objectives and cannot successfully complete the next course in the sequence.	Far Below Basic	1
*I	1%	An I means the student does not produce any information even with prompting. The student has completed proficient work on fewer than twenty-five percent of the course objectives and cannot successfully complete the next course in the sequence.	Far Below Basic	0
0	0%	Student produces no information and makes no attempt even with prompting.		0
NU		Student is a Newcomer (less than 3 years) as an English Language Learner. NU means the student does not have sufficient acquired language acquisition to produce proficient work.	Basic	N/A

Grading Rubric for Formal Assessments

Students who make no attempt on the Formal Assessment will receive a Zero on the assessment. However, they are still able to participate in the retake process and follow the retake guidelines as outlined by the department.

<u>Letter Grade</u>	<u>%Range</u>	<u>Descriptor</u>	<u>Performance Band</u>	<u>Rubric Score</u>
A	<u>100-90%</u>	An A means the student shows mastery of content above grade level rigor with in- depth inferences and applications that go beyond what is taught in class.	Advanced	5 <i>More Complex Learning Goal</i>
B	<u>89-80%</u>	A B means the student has completed proficient work on all course objectives at grade level rigor with no major errors or omissions.	Proficient	4 <i>Target Learning Goal</i>
C	<u>79-70%</u>	A C means the student has completed proficient work on the most important objectives, although not on all objectives, at below grade level rigor of what was explicitly taught in class.	Basic	3 <i>Simpler Learning Goal</i>

<u>D</u>	<u>69-60%</u>	A D means the student has completed proficient work on at least half of the course objectives but is missing some important objectives and is at significant risk of failing the next course in the sequence.	Below Basic	2
E	<u>59-1%</u>	An F means the student produces minimal information even with prompting. The student has completed proficient work on fewer than half of the course objectives and cannot successfully complete the next course in the sequence.	Far Below Basic	1
E	<u>0%</u>	Student produces no information and makes no attempt even with prompting.		0
NU		Student is a Newcomer (less than 3 years) as an English Language Learner. NU means the student does not have sufficient acquired language acquisition to produce proficient work.	Basic	N/A

Science Laboratory Work

In all science classes include laboratory work as an essential part of the course. Laboratories are 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 required laboratory missed must be made up. According to NYS Board of Regents regulations, students cannot sit for the Science Regents unless they have successfully completed the 1200 laboratory minutes. Failure to attend the laboratory, or to write laboratory reports, may ultimately affect a student's eligibility for graduation.

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 "NL" in STARS to indicate this circumstance. NL does not have a pass/fail or numeric equivalent. Students who receive a grade of NL must

successfully complete remaining course requirements by the end of the semester following the termination of the course in order to receive a final grade and credit. Failure to submit or complete remaining course requirements by the required time will result in a grade of 55.

Incompletes

Teachers may award a grade of incomplete “NX” if a student has a documented, extreme extenuating circumstance that prevents him/her from completing the course in its established timeframe (e.g. surgery, death in the family). A student who receives an incomplete must successfully complete remaining course requirements by the end of the semester following the termination of the course in order to receive a final grade and credit, as applicable. “NX” does not have a pass/fail or a numeric equivalent. Failure to submit or complete remaining course requirements by the end of required time will result in a grade of 55.

No Shows (Grade of a 45)

A grade of “NS” will be given to a student who fails to attend a course and does not participate in any of the work from which a grade can be derived. NS has a pass/fail equivalent of fail and a default numeric equivalent of 45.

Change an Existing Grade

According to the academic policy the following are the only acceptable reasons for changing a grade that is already on the student’s transcript:

- ***Grade calculation error/entry error***- this will require the teacher to provide a copy of their gradebook
- ***Grade update for students receiving “NX”***- this will require the teacher to provide a copy of their gradebook.

Access to the instructional program

- At all times, all students must be given full access to the instructional program, regardless of the 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 assessment 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

The chart below outlines a set of guidelines that each content area must follow and use to craft a content area grading policy. This may vary by department and by course. Final grades for the subject area will be determined by the specific department breakdown.

50% SUMMATIVE ASSESSMENTS	30% FORMATIVE CHECKING FOR UNDERSTANDING	20% FORMATIVE CLASSROOM ENVIRONMENT
STANDARD BASED ASSESSMENTS	SHORT STANDARDS BASED INFORMAL QUIZZES	CLASSWORK
LARGE PROJECTS (SUMMATIVE)	SMALL PROJECTS	CLASS ACTIVITIES
FINAL ESSAYS	DRAFT REWRITES, RE-DO ASSIGNMENTS	GROUP WORK
LAB REPORTS	HOMEWORK	ACCOUNTABLE CONVERSATION
MASTERY ASSIGNMENTS	RTI	DEBATE AND DISCUSSION
PERFORMANCE PRESENTATIONS	PERFORMANCE PRESENTATIONS	
DEMONSTRATIONS OF PROFICIENCY	ACADEMIC RECOVERY ASSIGNMENTS	
PORTFOLIOS		

**Regents grades will not be weighted as part of the final grade.

***John Adams High School will use 50 as the minimum grade for assignments and tests.

Grade Level and Promotion Standards

Chancellor's Regulation A-501 specifies promotion standards for all NYCDOE students. Promotion decisions for students in grades 9-12 are based on credit accumulation, successful completion of course work, and passing of Regents exams.

Through the Promotion in Doubt (PID) process, schools formally notify families, in writing, that their child is at risk of not meeting promotion standards and being retained in the same grade for the upcoming school year. This mid-year notification, which occurs in January and February, enables schools and families to plan for the needed support and interventions to help students achieve promotion standards by June.

Principals must make promotion decisions for all students in mid-June. Promotion decisions should be communicated to students and families before the end of the school year. High school students who do not meet promotion requirements in June have the right to attend summer school and be promoted in August if promotion standards are met at that time.

The grade-by-grade promotion standards are outlined below; these standards reflect only the minimum criteria for promotion from the student's current grade to the next grade.

9 th grade	Successful completion of standards in academic subject areas	8 credits
10 th grade	Successful completion of standards in academic subject areas	20 credits (including 4 English and 4 Social studies)
11 th grade	Successful completion of standards in academic subject areas	30 credits
12 th grade	Successful completion of standards in academic subject areas	44 credits

Instructional Support Services

Grading Policy

The majority of special education students receive the same district curriculum and assessments as the general education students. The exceptions are students that receive Alternative Assessment (NYSAA) as specified in their Individual Education Plan (IEP.)

General education teachers are a part of the IEP team and should confer regularly with the Special Education teacher regarding the progress of the student. All staff members are in accordance with NYS Chapter 408 Compliance and have been appropriately trained in SESIS. Each teacher has a copy of all their students' IEPs. The Special Education teacher and department are available for questions and concerns. All modifications and/or accommodations are based on IEP Regulations and should be part of the day-to-day program and assessments as identified in the student's IEP. Grading is determined by the student's performance in the core curriculum. Grades are driven by the student's level of proficiency for each subject based on the academic standards and the NYS State adopted curriculum. Grades need to take into account accommodations and modifications as they relate to the components of the grading policies. Each student's accommodations and modifications are listed in the student's IEP.

At the same time the site report cards are distributed, the special education teachers are required to send a parent progress report or annotated goals based on the student's IEP.

Regarding Adaptations per the Student's IEP

Special education teachers use a variety of adaptations when planning instruction for special education students, especially instruction that is based on general education standards and curriculum. An adaptation may function as an accommodation or a modification depending on the situation in which it is used. An accommodation is a change in the course, standard, test preparation, location, timing, scheduling, student response and/or other attribute which provides access for a student with a disability to participate in the course, standard, or test, which **does not fundamentally alter or lower** the standard or expectation of the course, standard, or test. A modification is a change in the course, standard, or test preparation, location, timing, scheduling, expectations, student response, and/or attribute which provides access for a student with a disability to participate in a course, standard, or test, **which does fundamentally alter or lower** the standard or expectation of the course, standard, or test.

Adaptations **MUST** be provided to those students who have such identified in their IEP. A department would be out of compliance if they gave a failing grade to any special education student who has not been provided all of their legal accommodations and/or modifications as spelled out in their IEP.

A fair grading system provides an opportunity for high grades to be earned

- provides meaningful grades that reflect a student's experience in the classroom
- includes flexibility as needed to meet individual needs of students

An equitable grading system

- maintains high student accountability even when a grading system is individualized
- accurately matches grades to performance, even when accommodations are implemented

Accommodations, Modifications, and Grading

When parents, teachers, and students discuss concerns about grading, everyone involved must have a clear understanding of what [“accommodations”](#) and [“modifications”](#) are.

Accommodations and modifications can be made to:

- the content of the instruction,
- the way in which content is taught, or
- the way the student's learning is assessed

Advanced Learners and Advanced Courses

John Adams recognizes the unique academic needs of advanced learners, including those identified as high achieving. Departments should develop guidelines and parameters for meeting these needs through the curriculum and instruction these students receive. These needs may be met through enrichment activities or through an advanced course of study.

Advanced learners can also expect additional opportunities for enrichment outside the traditional classroom setting. **Enrichment opportunities done outside the classroom that may constitute acceptable coursework may include:**

- Long term projects
- extended written work
- Additional reading
- formally written lab reports
- Assignments requiring the use of specific technology

standards-based community service projects

Assignments should be differentiated and students should be given a choice when appropriate to meet their diverse needs. For example, a student might demonstrate her level of understanding by writing a play about the topic of study rather than writing the standard essay assigned to the rest of the class.

Students in advanced courses should expect a more rigorous curriculum with high levels of expectation for quality work. Because of the increased level of rigor in both the topics studied and the assignments and assessments, students will receive weighted grades toward their GPA. Advanced Placement classes carry a weighted average of 1.1. Honors classes carry a weighted average of 1.05. Our International Baccalaureate program (IB) consists of higher level classes and standard level classes. Classes that are identified as higher level IB classes will hold a weight of 1.1 while classes that are identified as standard level IB will hold a weight of 1.05. Class ranking will take into account the weighted average of the students. Ranking is calculated by STARS; city wide academic record keeping system.

Gradebooks and Syllabi

Copies of teacher gradebooks are maintained for recording keeping purposes. Teachers must also maintain their course syllabi.