

Public School 154

75-02 162nd Street

Flushing, NY 11366

Phone: 718- 591-1500 Fax: 718 – 591-8751

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Pamela Gathers-Bullard, Principal ~ Amy Marcel, Assistant Principal IA



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P.S. 154Q Academic and Grading Policy Handbook

The P.S. 154Q Academic and Grading Policy Handbook is designed to explain and standardize how student learning is measured in our school community. Our vision is that all students graduate prepared to reach their full potential and contribute to our society throughout life by being prepared for college and careers. As a school community, we intend to provide relevant, comprehensive, quality instruction in order to educate, prepare, and inspire our students to learn.

Student academic achievement shall be based on the degree of mastery Next Generation Learning Standards (NGLS) and NYCDOE's instructional objectives as outlined in the standards and the Scope and Sequences for each subject. The objectives reflect the NGLS and address the skills and concepts needed for successful performance in all grades.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery or "on track" to mastery of the designated NGLS. The student's mastery level shall be a major factor in determining the grade for a subject or course. Under this method, a student who is on-track to proficiency by the end of the year might receive a grade of "3" each marking period.

Our elementary school maintains a balanced curriculum. Curriculum offerings include English Language Arts (reading, writing, listening, speaking, including vocabulary and grammar), Science, Mathematics, Social Studies, Art, Music, Physical Education/Wellness, and Technology.

This document details our school community's guidelines for measuring and assessing student learning at P.S. 154Q throughout the school year. Since formative assessment, evaluation, and a grading system are essential planned parts of the curriculum, educators shall actively communicate student progress with parents/guardians and students. This communication will include early identification and support of students who are struggling or who are at risk of failure. Assessments will be fairly determined from a wide variety of information, which could include student performance on daily assignments/homework, tests, class participation, cooperative group work, and/or special projects. The information used in grading will be appropriate to the grade level and subject being considered. Prior to instruction, students will be informed of the class or task expectations, and the teacher must be prepared to document and explain how grades are determined.

GRADING GUIDELINES: ASSESSMENT AND EVALUATION

Student mastery of subject matter may be assessed in a variety of ways. It is not necessary, therefore, for all grades to have as their source written paper work. Nor is it always necessary to receive a grade for every paper produced. Although the teacher will monitor and provide feedback to students for any activity, which they assign, the feedback does not always need to be in the form of a grade. Assessment should always follow a period of guided practice and/or independent practice.

A minimum of 3 grades should be given in all content areas during each marking period: November (Progress Reports for Major Content Areas), January, March, and June. Teachers are encouraged to have a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the NGLS.

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Grading

All teachers will report grades and academic and personal behaviors following P.S. 154Q's Grading and Reporting Procedures in all skill areas during each grading period. Parent-teacher conferences are scheduled to address individual student needs. The actual grade will be recorded in the grade book and averaged with the rest of the grades based upon the following formula and the student's preparedness or "on-track" ability to meet the standard by the end of the school year. School-wide rubrics will be used to assess all student work and feedback will be provided to the student on their work. Promote to the next grade is dependent on mastery on grade level benchmarks/standards. This document is available upon request.

Below outlines the grading scale for students in grades K-5.

Grades are based on a scale of 1-4	Number Explanation of Symbols
4- Excels in standards	4 = 90 – 100
3- Proficient	3 = 75 – 89
2- Below standards	2 = 65 – 74
1-Well below standards	1 = 64 – Below

Graded Weights	
Kindergarten	60% Classwork (Exit Slips, Class-Based Assignments/Tasks) 30% Formative Assessments (End of Unit Test, Writing, Tasks) 10% Completion of Homework
First Grade	55% Classwork (Exit Slips, Class-Based Assignments/Tasks) 35% Formative Assessments (End of Unit Test, Writing, Tasks) 10% Completion of Homework
Second Grade	50% Classwork (Exit Slips, Class-Based Assignments/Tasks) 40% Formative Assessments (End of Unit Test, Writing, Tasks) 10% Completion of Homework
Third Grade	40% Classwork (Exit Slips, Class-Based Assignments/Tasks) 50% Formative Assessments (End of Unit Test, Writing, Tasks) 10% Completion of Homework
Fourth Grade	40% Classwork (Exit Slips, Class-Based Assignments/Tasks) 50% Formative Assessments (End of Unit Test, Writing, Tasks) 10% Completion of Homework
Fifth Grade	40% Classwork (Exit Slips, Class-Based Assignments/Tasks) 50% Formative Assessments (End of Unit Test, Writing, Tasks) 10% Completion of Homework
Science	40% Classwork (Exit Slips, Class-Based Assignments/Tasks) 50% Formative Assessments (End of Unit Test, Projects, Tasks) 10% Completion of Homework
Physical Education	60% Involvement in Classroom Activities 40% Formative Assessments (Tasks/Projects)

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Music	60% Involvement in Classroom Activities 40% Formative Assessments (Tasks/Projects)
Art	60% Involvement in Classroom Activities 40% Formative Assessments (Task/Projects)

Formative assessments serve to evaluate mastery of NGLS, concepts, understanding and school objectives. They provide opportunities to demonstrate certain knowledge or skill. Types of examinations may include, but are not limited to the following:

- End of unit tests
- Tasks
- Genre-Based Independent Writing
- Projects

Performance assessments/daily grades are measures of a student's progress toward mastery of NGLS. Types of performance assessments may include; but are not limited to the following:

- Classroom tasks
- Classroom discussions
- Oral responses
- Written responses
- Experiments
- Teacher observation
- Research projects
- Portfolios
- Enrichment
- Group work/projects
- On Line technology assignments
- Cooperative Learning Activities

Homework

Homework is work that is assigned by the teacher is to be completed at home. Homework is an effective tool in developing responsibility, study habits, and skills. It is an extension of the learning process and involves the home in the child's curriculum. It should be purposeful, related to classroom experiences, and be age and grade appropriate. The purpose and directions for the assignments need to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully. No new concepts should be included in homework. The table below shows the estimated time for daily homework (time incorporates independent reading) and may vary across grades. If two or more teachers are working with a student, the homework should be coordinated to adhere to the estimated daily homework schedule. Because students work at different paces, it may take some students more or less time to complete assignments. Cluster teachers may also assign weekly homework.

GRADE	Pre-Kindergarten	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Independent Reading	10 Mins.	15 Mins.	20 Mins.	25 Mins.	30 Mins.	35 Mins.	40 Mins.

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Homework	10-15 Mins.	15-20 Mins.	20-25 Mins.	25-30 Mins.	30-35 Mins.	35-40 Mins.	35-40 Mins.
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Teacher Responsibilities for Homework

- To provide meaningful tasks that reinforce and enrich work introduced in class
- To communicate homework assignments, both regular and long-range in an appropriate framework
- To provide effective instruction prior to assigning homework that adequately prepares the child to do the task independently and successfully
- To provide course requirements and expectations at the beginning of each grading period to students and parents
- To consider available resources, materials and home situations when assigning a task
- To review and return homework to students within a timeframe which enhances instruction and provides a benefit to the student

Parent Responsibilities for Homework

- To establish a specific time, place and manner for homework to be completed
- To provide the supplies and materials necessary to complete homework
- To monitor as needed, but not do homework for the student
- To assist the student in planning a time schedule for long-term assignments
- To initiate communication with the teacher when concerns arise
- To promote independent reading
- To check homework

Student Responsibilities for Homework

- To complete assigned work on time and return it to the teacher
- To plan to carefully schedule work on long-term assignments so that assignments will be completed on time
- To communicate with the teacher when he/she does not understand the assignments or is experiencing difficulty prior to due date

ATTENDANCE

Students must attend school at least 90% of school days. Please refer to the P.S. 154Q Attendance Plan. Students shall be permitted to make up assignments and tests following any absence.

Makeup Work

All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension from school.

- A student will be given as many days as he/she was absent to make up tests and other missed assignments.
- If a student does not complete the work assigned after the allotted number of days has passed, the actual grade will be recorded in the grade book.

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3. Teachers are not required to provide assignments prior to an absence. (Within in at least one weeks' notice teachers may give up to one weeks' worth of work.)
4. Students should not be required, on the day of returning to school; to take a quiz or test that was announced during the student's absence.

Promotion and Retention of Students

Promotion and retention of students is determined based upon Chancellor's Regulation A-501, which outlines promotion standards for students in grades K-12, as well as procedures for implementing the promotion policy. Chancellor's Regulation A-501 can be found at:

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>

Teacher Responsibilities

Grading Record

The grading record should be a teacher's record and/or file of evidence to support grades reported on the report card. The teacher's grade record is a part of the official documentation portraying mastery of the NGLS, District, and School objectives. Grades should be logical, justifiable, and sufficient in number to assure that the report card grade is an accurate measure of student's progress and achievement. Grades should reflect a balance of objectives covered. These records should be accurately maintained as part of a teacher's professional responsibilities.

Students new to the school or who enroll in a school after the start of a grading period shall be treated fairly in awarding grades. Grades shall be computed using grades earned for the time the student has been enrolled in the school.

Special Education Students

The NYCDOE's special education reform initiative, referred to as "A Shared Path to Success," seeks to ensure that all students with Individualized Education Programs (IEPs) are provided with the greatest possible access to the least restrictive environment appropriate to their needs. Students with IEPs, should, regardless of their disability:

- Have access to a rigorous academic curriculum that sets high academic standards, enabling them to fully realize their potential and graduate prepared for independent living, college, and careers;
- Be taught in their "least restrictive environment," and, as often as possible, alongside students without disabilities;
- Receive special education services that are targeted to their needs and provide the appropriate level of support throughout the school day; and
- Be able to attend their zoned schools or the school of their choice, while still receiving the supports they need to succeed.

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All students and families must feel welcome at every school. As part of “A Shared Path to Success,” schools must convene the School Implementation Team (SIT) to review each new student’s IEP upon entry. If a child’s IEP recommends programs or services that the school he or she is entering does not currently have, the school should first make it clear to the parents and students that they are committed to providing the programs and services that are recommended on the IEP, beginning on the student’s first day at that school. Special Education Administrators from the Queens North NYCDOE Borough Office will work with the school to determine how to align resources to meet the recommendations on the IEP.

New York State and P.S. 154Q believes that all students, regardless of special need or condition, shall be provided a well-balanced standards-based curriculum. The NGLS represent those core knowledge skills and competencies all students should learn to be effective and productive members of society. Students with special needs shall be instructed in those same NGLS in a manner appropriate to their needs. Where an area of disability condition renders the NGLS too difficult for the particular student, specially designed instruction shall be adapted, as appropriate to the needs of an eligible student, the content, methodology, and/or delivery of instruction to address the unique needs that result from the student’s disability. This will ensure the student’s access to the general education curriculum, so that the student can meet the NGLS in accordance with their IEP.

Students with disabilities who are mainstreamed into general education classrooms will receive their grade from the general education teacher or jointly with special education teachers. If modifications are necessary for the student, they will be provided by the general education teacher and where appropriate, special education teachers. Students who attend a special education class for an entire subject or course shall receive the grade from the appropriate special education teacher. For students that have a modified promotion criteria, grades must be based on student progress toward the student’s IEP goals. The progress towards the IEP goals becomes the standard for student promotion.

The special education teacher is required to monitor students’ progress monthly. If a student fails to make progress in an 8 week period, his/her data must be reviewed by the SIT team. The principal, administrator or designee, special education teacher, and the teacher will analyze the data to determine the student’s next steps.

Students with disabilities who participate in alternate assessment receive a modified general education curriculum which allows for participation and academic progress. This modification changes the expectation of what skills students need to demonstrate that they had mastered.

Expectations and Guidelines for All English Language Learners and Recent Immigrants

All academic and performance expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition. It is also

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imperative to provide appropriate instruction to enable students to meet these expectations. The expectations apply to the second language learner at his/her level of proficiency in English.

At P.S. 154Q, ENL programs are in place to help students acquire English proficiency within the content areas. ELL methodology and strategies are used to help students acquire academic language proficiency in content areas in accordance with school curriculum objectives aligned with the NGLS. Teachers of English Language Learners will provide students with a variety of methods/strategies to demonstrate academic achievement in accordance with the English Language Proficiency Standards (ELPS) and provide updates on their progress at least three times during the year.

References, Sources, and Contributors: P.S. 154Q School Leadership Team; P.S. 154Q Instructional School-wide Leadership Team; NYS Next Generation Learning Standards; NYCDOE Elementary School Academic Policy Guide; NYCDOE Promotion Implementation Guide; NYCDOE Grading Policy Toolkit; NYCDOE Report Card