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### **PS 203Q: Grading Policy (K-5)**

#### **Philosophy and Purpose of Grading**

At P.S. 203Q, we believe that grading has a purposeful and useful role in our school. It is PS 203's desire to make the process meaningful and helpful to teachers, students, and parents. When we inform students and parents of how grades will be determined in a particular subject, we are defining the standards and instructional requirements for that subject. Report cards are sent to parents informing them of the degree to which student success in learning and mastering the Next Generation Learning Standards (NGLS) has occurred. Report cards provide reinforcement for students and reflect the progress and achievement of students' work at the grade level they are assigned – measuring their growth, gauging for areas of strength, and understanding areas in need of further support.

Report cards, grades K-5, are available to view through your NYCSA (<https://www.schoolsaccount.nyc/>) account only. ***There are no hard copies distributed.***

#### **Grades K-5: Subjects of Assessment**

The following subjects will be given a grade based on a five-point competency scale (see table below):

- English Language Arts (Reading, Writing, Listening and Speaking)
- Mathematics
- Science and Technology
- Social Studies
- Physical Education
- English as a New Language (only for students requiring mandated ENL instruction)
- Academic and Personal Behaviors
- Social-Emotional Development
- Health (Pass/Fail mark)
- Art Clusters (students will only receive grades based upon the specific special class they take)
  - Drama, Music, Art

#### **Data Used to Inform Grades:**

Formal and informal data techniques used to inform report card grades include:

- Foundations Unit Assessments (K-3)
- End of Module Assessments in HMH: Into Reading
- Weekly Assessments from HMH: Into Reading
- Topic Tests from EnVisions 2.0 (Math Curriculum)
- Student Writing (assessed with a rubric) in HMH: Into Reading
- Classwork: A students' day-to-day work via group and independent practice.
- Class Participation: Class participation will be evaluated on the frequency and quality of student contributions, how students effectively respond to other's comments, and how students engage with content. Participation may also include

performance on informal and formal writing, group projects, and/or other work (checklists, rubrics, and other data collection systems).

- Teacher Observations: Observation of students working alone, in groups, or during whole-group instruction gives the teacher valuable information about students' progress, understanding, strengths and challenges, cooperation, study habits, and attitude. Teachers use a variety of tools for assessment/data collection such as examination, analysis, and review of students utilizing a rubric, and checklist.

### **Grading Scale**

Aligned to the NYC DOE Elementary Academic Policy Guide, the P.S. 203Q grading scale follows the New York City Department of Education's policies and guidelines and reflects professional evaluation by teachers. 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. Below, please find the grading scales for all grade levels and subject areas.

### **Grading Scale for All Subjects**

<b><u>Course Mark</u></b>	<b><u>Description</u></b>	<b><u>Numeric Equivalent</u></b>	<b><u>Pass/Fail Equivalent</u></b>
ME	Exceeds Standards	95	Pass
MA	Above Standards	85	Pass
MT	Meets Standards	75	Pass
MP	Approaching Standards	65	Pass
MB	Below Standards	55	Fail

## Report Card Subject Areas: Kindergarten

Subject Area	Assessment Criteria
English Language Arts	
Reading	
A. Identifies letters by letter name and sound and uses letter sounds to read familiar and/or new words	Foundations Unit Assessments
B. Demonstrates understanding of spoken words, syllables, and sounds	Teacher Observations of HMH Lessons/Foundations/Heggerty
C. Demonstrates understanding of the organization and basic features of print	Teacher Observations of HMH Lessons/Foundations/Heggerty
D. Reads emergent-reader texts (fiction and nonfiction) with purpose and understanding	Teacher Observations of HMH Lessons/Foundations/Heggerty
Writing	
A. Uses a combination of writing, drawing, and/or dictating for a variety of purposes	Writing Rubric Scores, Teacher Observations
B. Uses knowledge of letters and sounds in writing	Writing Rubric Scores, Teacher Observations
Listening Speaking / Language	
A. During collaborative discussions, expresses ideas with clarity and relevant, descriptive detail	Classwork/Participation (whole group, small group lesson discussions)
B. Asks and answers questions with appropriate detail	Classwork/Participation (whole group, small group lesson discussions)
Mathematics	
A. Demonstrates an understanding of mathematical concepts	enVision topic test scores, classwork
B. Solves problems in multiple ways and explains solutions	teacher observation, classwork
Science	
A. Demonstrates an understanding of science content and concepts	unit assessments, classwork (e.g., student journal)
B. Uses beginning reading, writing, and mathematics to gather, interpret, and use evidence in science content and concepts.	unit assessments, classwork (e.g., student journal)
C. Makes and tests predictions, seeks answers, and develops solutions	unit assessments, classwork (e.g., student journal)
Social Studies and History	
A. Demonstrates an understanding of social studies content and concepts	unit assessments, teacher observation, classwork
B. Uses reading and writing to gather, interpret, and use evidence in social studies content and concepts	classwork, participation
C. Applies critical thinking to extend understanding of content and concepts	classwork, participation
Physical Education	
A. Participates in physical activity and demonstrates ability in age-appropriate movement, control, and fitness skills	student performance; participation
B. Demonstrates an understanding of basic parts of health-related fitness and the connection between physical activity and wellness.	student performance; participation
Health	(Pass/Fail)
The Arts: Visual Art, Theatre, Music, Dance	
A. Creates, performs, responds to, and reflects upon arts and making art	student performance; participation
B. Demonstrates understanding of arts content and concepts	student performance; participation
Technology (Overall Grade - A)	
A. Demonstrates ability to understand and use technology	Classwork/Participation, Teacher Observations
Academic and Personal Behaviors	
A. Manages time and consistently demonstrates effort to independently achieve goals	Teacher Observations
B. Works in an organized manner	
C. Persists through challenges to complete a tas2 by trying different strategies	
D. Asks for help when needed	
E. Respects school rules and works well in the school community	
Social-Emotional Development	Teacher Observations

**Report Card Subject Areas: Grades 1-2**

Subject Area	Assessment Criteria
English Language Arts	
Reading	
A. Uses letter-sound relationships to figure out new words	Foundations Unit Assessments
B. Reads with sufficient accuracy and fluency to support comprehension	Teacher Observations of HMH Lessons and Foundations Unit Tests
C. Reads and comprehends grade-level texts independently across a variety of genres (fiction and nonfiction)	HMH Assessments (Weekly Assessments; Module Assessments)
D. Demonstrates comprehension by referring to text details	HMH Assessments (Weekly Assessments; Module Assessments)
Writing	
A. Writes independently for different tasks, purposes, and audiences (opinion, informative/explanatory, narrative)	Writing Rubric Score and Classwork and Teacher Observations
B. Uses details and facts from text in writing to further meaning	Writing Rubric Score and Classwork and Teacher Observations
C. Revises writing to clarify and add details as needed	Writing Rubric Score and Classwork and Teacher Observations
Listening Speaking / Language	
A. During collaborative discussions, expresses ideas with clarity, appropriate facts, and relevant, descriptive detail	Teacher observation, Class participation
B. Uses and understands a wide range of vocabulary	HMH Assessments (Weekly Assessments; Module Assessments) and Classwork
C. Uses appropriate writing mechanics, spelling, and grammar	HMH Assessments (Weekly Assessments; Module Assessments) and Classwork
Mathematics	
A. Demonstrates an understanding of mathematical concepts	enVision topic test scores, classwork
B. Solves problems with precision and accuracy	enVision topic test scores, classwork
C. Solves problems in multiple ways and explains solutions	Classwork/Participation, enVision topic test scores
Science	
A. Demonstrates an understanding of science content and concepts	Unit assessments, Classwork
B. Uses reading, writing, and mathematics to gather, interpret, and use evidence in science content and concepts	Unit assessments, Classwork
C. Makes and tests predictions, seeks answers, and develops solutions	Unit assessments, Classwork
Social Studies and History	
A. Demonstrates an understanding of social studies content and concepts	Unit assessments, Teacher observation, Classwork
B. Uses beginning reading and writing to gather, interpret, and use evidence in social studies content and concepts	Classwork, Participation
C. Applies critical thinking to extend understanding of content and concepts	Classwork, Participation
Physical Education	
A. Participates in physical activity and demonstrates ability in age-appropriate movement, control, and fitness skills	Student Performance, Participation, Classwork
B. Demonstrates an understanding of basic parts of health-related fitness and the connection between physical activity and wellness.	4 Student Performance, Participation, Classwork
Health	(Pass/Fail)
The Arts: Visual Art, Theatre, Music, Dance	
A. Creates, performs, responds to, and reflects upon arts and making art	Student performance; Participation
B. Demonstrates understanding of arts content and concepts	Student performance; Participation
Technology	
A. Demonstrates ability to understand and use technology	Classwork/Participation, Teacher Observations
Academic and Personal Behaviors	
A. Manages time and consistently demonstrates effort to independently achieve goals	Teacher Observations
B. Works in an organized manner	
C. Persists through challenges to complete a task by trying different strategies	
D. Asks for help when needed	
E. Respects school rules and works well in the school community	
Social-Emotional Development	Teacher Observations

**Report Card Subject Areas: Grades 3-5**

<b>Subject Area</b>		<b>Assessment Criteria</b>
<b>English Language Arts</b>		
<b>Reading</b>		
A. Reads with sufficient accuracy and fluency to support comprehension		Teacher Observations, Foundations Unit Assessments (only Grade 3)
B. Reads/comprehends grade-level texts independently across a variety of genres (fiction and nonfiction)		HMH Assessments (Weekly Assessments; Module Assessments)
C. Demonstrates comprehension by referring to text details		HMH Assessments (Weekly Assessments; Module Assessments)
<b>Writing</b>		
A. Writes independently for different tasks, purposes, and audiences (opinion, informative/explanatory, narrative)		Writing Rubric Score and Classwork and Teacher Observations
B. Uses details and facts from text in writing to further meaning		Writing Rubric Score and Classwork and Teacher Observations
C. Revises writing to clarify and add details as needed		Writing Rubric Score and Classwork and Teacher Observations
<b>Listening Speaking / Language</b>		
A. During collaborative discussions, expresses ideas with clarity, appropriate facts, and relevant, descriptive detail		Teacher observation, Class participation
B. Uses and understands a wide range of vocabulary		HMH Assessments (Weekly Assessments; Module Assessments) and classwork
C. Uses appropriate writing mechanics, spelling, and grammar		HMH Assessments (Weekly Assessments; Module Assessments) and classwork
<b>Mathematics</b>		
A. Demonstrates an understanding of mathematical concepts		enVision topic test scores, classwork
B. Solves problems with precision and accuracy		enVision topic test scores, classwork
C. Solves problems in multiple ways and explains solutions		Classwork/Participation, enVision topic test scores
<b>Science</b>		
A. Demonstrates an understanding of science content and concepts		Topic Assessments, classwork/teacher observations (including Investigation Units)
B. Uses reading, writing, and mathematics to gather, interpret, and use evidence in science content and concepts		classwork, participation
C. Makes and tests predictions, seeks answers, and develops solutions		classwork, participation
<b>Social Studies and History</b>		
A. Demonstrates an understanding of social studies content and concepts		unit assessments, teacher observation, classwork
B. Uses beginning reading and writing to gather, interpret, and use evidence in social studies content and concepts		classwork, participation
C. Applies critical thinking to extend understanding of content and concepts		classwork, participation
<b>Physical Education</b>		
A. Participates in physical activity and demonstrates ability in age-appropriate movement, control, and fitness skills		student performance; participation
B. Demonstrates an understanding of basic parts of health-related fitness and the connection between physical activity and wellness.		student performance; participation
<b>Health</b>		<b>(Pass/Fail)</b>
<b>The Arts: Visual Art, Theatre, Music, Dance</b>		
A. Creates, performs, responds to, and reflects upon arts and making art		student performance; participation
B. Demonstrates understanding of arts content and concepts		student performance; participation
<b>Technology</b>		
A. Demonstrates ability to understand and use technology		Classwork/Participation, Teacher Observations
<b>Academic and Personal Behaviors</b>		
A. Manages time and consistently demonstrates effort to independently achieve goals		Teacher Observations
B. Works in an organized manner		
C. Persists through challenges to complete a task by trying different strategies		
D. Asks for help when needed		
E. Respects school rules and works well in the school community		
<b>Social-Emotional Development</b>		<b>Teacher Observations</b>

### **Grades for Multilingual and English Language Learners (ML/ELs)**

An ML/EL student who has been in school for a full marking period must receive a grade. An ML/EL student who has been here for less than a full marking period will receive a grade of NL (Not enough Instruction). An ML/EL student who receives stand-alone, English as a New Language (ENL) services will receive a grade from an ENL teacher. An ML/EL student who receives integrated services (content area and ENL services) will receive an integrated content area grade (by the ENL teacher) in consultation with the classroom teacher.

### **Sickness and Grade Contestation**

Due to sickness and/or emergency circumstances (e.g. death in the family), a student will be able to make up the work up to two weeks (max) after the marking period ends (applicable for the first two marking periods only). If there is any question regarding an enumerated grade, parents have one week (after report card distribution) to contest the grade.

### **Final Grade and Promotion Criteria**

The final grade is the same grade as marking period 3, as this grade accurately reflects proficiency in grade-level standards at the end of the year. Therefore, it is not an average of all three marking periods. According to the NYC DOE's Academic Policy Guide, and, in accordance with Chancellor's Regulation A-501, "Each student's academic progress is assessed holistically, using multiple measures, such as test scores, course grades, writing samples, and other performance-based work." Consequently, PS 203 uses a variety of data sources to appropriately inform promotion and grades, decision-making, and instruction: screening measures, progress monitoring assessments, and classroom assessments.

Chancellor's Regulation A-501 also outlines promotion standards for New York City public school students in grades K through 12 and procedures for implementing the promotion policy, including the promotion in doubt process. The Promotion in Doubt (PID) process allows schools to 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 next school year. Additionally, it enables schools and families to plan for the needed support and interventions to help students achieve promotion standards by June. The timeline (below) provides an overview of key deadlines and actions relating to the promotion process for schools.

<b><u>Date</u></b>	<b><u>Action</u></b>
Fall Parent-Teacher Conferences	Schools give early notice to parents if their child's performance is not approaching standards.
Ongoing	Schools review student promotion criteria information and update source systems (e.g., ATS) as needed.
January	Promotion in Doubt Process Begins – Schools identify students who are Promotion in Doubt.
February	School mails Promotion in Doubt letters to families
Spring Parent-Teacher Conferences	Schools update parents on their child's progress towards meeting standards

### **Promotion Criteria: Students with Disabilities**

- For students with existing IEPs, any changes to a student's promotion criteria must be made by the end of January to be in effect for June's promotion decisions.
- For students who were initially referred to special education or students who are new to DOE schools with existing IEPs, changes to a student's promotion criteria must be made by the end of May in order to be in effect for June's promotion decisions.
- For more information on how promotion criteria are determined, applied, and evaluated for students with disabilities, please see the School-Based Support Team.