



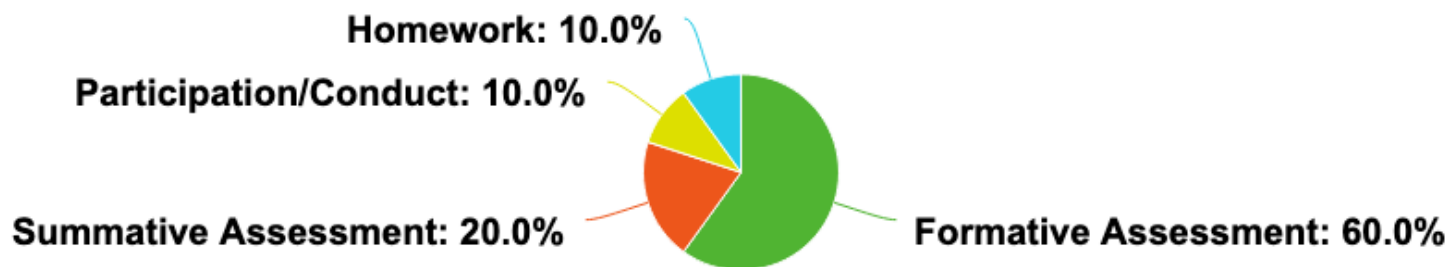
# 721R Grading Policy 2023-2024



At 721R (Richard H. Hungerford School) students participate in New York State Alternative Assessment, as specified on their Individualized Education Plans (IEP). Teachers frequently assess and collect data by administering assessments with accompanying rubrics, checklists, and exit slips. Once data is collected, it is analyzed then used to help drive future instruction, and to determine grades on report cards. Report cards are distributed five times a year: November, January, March, June, and August. Each report card is accompanied by a current progress report from the student's IEP. Progress reports are completed five times a year: November, January, March, June, August, and before a new IEP is developed.

<i>Marking Periods</i>				
1	2	3	4	5
9/7/23 - 10/27/23	10/30/22 -1/26/24	1/29/24 - 3/29/24	4/1/24-6/26/24	7/5/23- 8/14/24

Student achievement is based on the degree of mastery of the instructional objectives determined in the curriculum guidelines for each subject. The objectives are connected to the Dynamic Learning Maps (DLM), Essential Elements, Career Development Occupational Studies (CDOS) standards, and Next Generation Standards. Grades are determined by measures of performance in four different areas with the following weights:



<i>Grading Criteria:</i>	<i>Weight:</i>	<i>Requirements:</i>
<b>** <a href="#">Click here for a school wide rubric for each grading criteria</a> **</b>		
<i>Formative Assessment</i>	60%	<ul style="list-style-type: none"> <li>- Independent and small group classwork</li> <li>- Lesson data: observational notes/checklists</li> </ul>
<i>Summative Assessment</i>	20%	<ul style="list-style-type: none"> <li>- Culminating Projects</li> <li>- SANDI/FAST/NYSAA</li> </ul>
<i>Participation/Conduct</i>	10%	<ul style="list-style-type: none"> <li>- Classroom discussion using preferred mode of communication (PMC)</li> <li>- Participation in school-wide positive behavior intervention and supports (PBIS)</li> </ul>
<i>Homework</i>	10%	<ul style="list-style-type: none"> <li>- Timely completion of assigned homework</li> </ul>



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Grades will be based on a 4-point scale. The following defines each grade:

<i>Independent (4)</i>	<i>Supporting (3)</i>	<i>Emerging (2)</i>	<i>Beginning (1)</i>
Student is consistently meeting expectations.	Student is frequently meeting expectations.	Student is occasionally meeting expectations.	Student is rarely meeting expectations.

Stars grades are based on the four different areas weighted together. The following defines each grade:

<b>4</b>	<b>3+</b>	<b>3</b>	<b>2+</b>	<b>2</b>	<b>1+</b>	<b>1</b>
4	3.5- 3.9	3-3.4	2.5- 2.9	2- 2.4	1.5- 1.9	1- 1.4
86% - 100%	1%-85%	56%-70%	41%-55%	26%-40%	11- 25%	<10%

All students that participate in alternate assessment, regardless of grades received, will age out of 721R at the completion of the school year when they are 21 years old with a Skills and Achievement Commencement Credential (SACC). To help transition students to adult life their transition planning begins during the school year that they turn 14 years old and is reviewed annually at their IEP meetings.