

P.S. 188Q

GRADING POLICY HANDBOOK

2025-2026



Vision-Mission-Belief-Statements

2025-2026

P.S. 188Q Vision Statement

At Public School 188Q, our school community will create a program of instruction that helps develop students into well-rounded, life-long learners, and future citizens of a more just, equitable, and safe world.

P.S. 188Q Mission Statement

By providing differentiated instruction and a nurturing environment to help students develop positive feelings about themselves and others, we will create a community of learners who can problem solve and respond to life's challenges with logic, empathy, respect, and understanding.

P.S. 188Q Belief Statement

At P.S. 188Q, we have specific beliefs about how students learn best.

- We believe all students learn differently. We believe students require multimodal instruction that is designed to meet their specific learning needs. This includes the method of differentiated instruction (whole group/ small group/1:1), the use of differentiated teaching materials and activities (leveled readers, manipulatives, pre-teaching), differentiated opportunities (mainstreaming, AIS), and student choice. (Danielson 1e)
- We believe students learn best when they are intellectually engaged in activities and assignments that promote high-level student thinking and explanations of their thinking. Students who are highly motivated to work on challenging content will persist, even when tasks are challenging. (Danielson 3c)
- We believe students learn best in supportive and nurturing environments. When students feel valued and respected by their teachers and classmates, and they can participate without fear of put-downs or ridicule, students will be comfortable taking intellectual risks. (Danielson 2a)

At P.S. 188Q, we have specific beliefs about how adults learn best.

- We believe that adults learn best when they participate in professional learning communities characterized by mutual support and respect. Adults who engage in collegial relationships can share, plan, and work together toward improved instructional skills and student success. Adults who constantly seek ways to improve their practice and the life of the school become leaders who positively impact the entire school community. (Danielson 4d)
- We believe adults learn best when they seek regular opportunities for continued professional learning in content knowledge and pedagogical skill. Adults who remain current and engage in learning activities specific to their needs take courses, read professional literature, and participate in school, district, and citywide professional learning events. Improved practices can be observed during classroom observations, within lesson plans and unit plans, and through conversations with adult learners. (Danielson 4e)
- We believe adults learn best when they participate in professional conversations about their practice. When adult learners welcome colleagues and supervisors into their rooms to observe their teaching, and are receptive to objective feedback, they gain valuable insight into their practice. This leads to improved pedagogy. (Danielson 4e)

Instructional Focus and Catch-Phrase

P.S. 188Q Instructional Focus

“Express Yourself!” - We will help students develop advanced literacy and language skills so they can be successful in today’s literacy-based world. We will help students to communicate (verbally and in writing) in

diverse ways and with diverse audiences.

PHILOSOPHY AND PURPOSE OF GRADING

Academic grades play an important role in the schooling process. When schools inform students and parents of how grades will be determined in a particular subject, they define 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 in mastering the NYS Standards has occurred. Report cards provide reinforcement for students and reflect progress and achievement of students' work at the grade level they are assigned.

Grades serve multiple functions: *information* and *guidance*. They serve to do the following:

- Give parents information about the student that will be useful in helping to promote and maintain desirable patterns of behavior and achievement.
- Help identify areas of special ability as a basis for realistic self-appraisal and for future educational planning.
- Serve an administrative function in providing data for use in educational planning and decision making.

P.S. 188Q believes that grading has a purposeful and useful role in schools. It is the school's desire to make the process both meaningful and helpful to teachers, students, and parents. The P.S. 188Q grading policy follows New York City Department of Education policies and guidelines and reflects professional evaluation by teachers.

Grades, based on documentation, participation, attitude, conduct and work habits of each individual student, are given based on sound measurement techniques. Students *earn* grades; teachers do not *give* grades. Parents are encouraged to talk to students about schoolwork and grades and contact teachers (first) and administrators (second) whenever there is a question regarding grading.

GRADING AND REPORTING REQUIREMENTS

For all students including Students with Disabilities and Multi-Language Learners.

Weight of Assessments, Classwork, Projects, and Graded Assignments for Each Course Grade:

Please see each grades' grading guide at the end of this document.

Pre-K

PK students do not receive report cards. The November and March Parent Teacher Conferences will afford parents the opportunity to speak privately with their child's teacher about their child's progress towards meeting PK standards.

GRADES K - 5

Report cards will be sent home at the end of each marking period (December, March, June). **Please note that when you receive your child's report card in June, the final grade will be the same grade as the 3rd marking period. The final grade is not an average of marking periods #1, #2 and #3.** Please see the sample report card at the end of this document.

Grades K - 5 students will be assessed in the following areas:

- English Language Arts (Reading, Writing, Listening, Speaking, and Language)
- Mathematics
- Science
- Social Studies
- Physical Education
- Arts - Music & Visual Arts
- Technology
- English as a Second Language (only for students requiring mandated ESL instruction)
- Academic and Personal Behaviors

Arts Curriculum

Our students learn much more than to read, write, solve math problems, and understand key concepts in science and social studies. We emphasize a strong arts curriculum at P.S. 188Q.

- **Kindergarten Arts** - Kindergarten students have daily opportunities for creative, hands-on learning in the visual arts, music, dance, and theater. As they stimulate their imaginations, they use their bodies and minds to learn, grow, and express ideas.
- **First Grade Arts** - First grade students participate in visual arts, dance, music, and theater. They learn to sing simple songs and explore rhythm using musical instruments; explore patterns and shapes with their bodies through creative movement; create visual art using a variety of tools and materials; and express themselves through dramatic play, stories, and puppets.
- **Second Grade Arts** - Second grade students participate in visual arts, dance, music, and theater. They engage in original art making using the materials, language, and concepts of each art form; attend exhibits and performances at museums, theaters, and other resources in their community; and become aware of careers in the arts.
- **Third Grade Arts** - Third grade students participate in visual arts, dance, music, and theater. They read musical notation and use pitched instruments such as recorders or song flutes; create visual art works with many materials in two and three dimensions; compose dances using basic dance forms; invent and perform simple plays; and work independently and in small groups.
- **Fourth Grade Arts** - Fourth grade students study visual arts, dance, music, and theater education. They are not only learning about these subjects, they're also given the chance to create and/or perform their own works of art, whether it is a painting, a dance, a play, or a piece of music.
- **Fifth Grade Arts** - Fifth grade students participate in visual arts, dance, music, and theater. They increase their skills in each art form and learn how to discuss the arts using appropriate vocabulary and critical skills.

They connect their studies to historic, cultural, economic, and other factors that influence the arts, and they explore New York City's varied and rich arts resources.

P.S. 188Q Parent & School Homework Policy – 2025-2026

Daily Homework Assignments – Not Counted Toward Report Card Grades

- Homework assignments by topic will be posted each day by all K-5 classroom teachers in the classroom. All K-5 teachers will assign homework.
- Teachers will encourage children to complete all homework and will tell students how to turn-in their assignments (uploaded to Google Classroom or handed-in).
- Parents will determine the appropriate amount of daily homework their child will complete (all, some, or none) based on their own personal and academic philosophies and the developmental needs of their child. For example, if a student is far above grade level in reading but struggles with math, the parent may decide to have his/her child focus more time on math and skip the evening's reading assignment. Please let the classroom teacher know if you have modified your child's homework assignment with a note or email.
- Parents are encouraged to work with their children to identify topics/questions which can be reinforced in the classrooms to help strengthen the home/classroom connection. Teachers will encourage children to share these topics/questions in their review of the homework assignments.
- Daily homework completion will not be calculated in report cards grades, but it is highly encouraged.
- Teachers will assign daily homework as follows:

Kindergarten	approximately 30 minutes	(Monday -Thursday)
First Grade	approximately 40 minutes	(Monday- Thursday)
Second Grade	approximately 50 minutes	(Monday-Thursday)
Third Grade	approximately 60 minutes	(Monday-Friday)
Fourth Grade	approximately 70 minutes	(Monday-Friday)
Fifth Grade	approximately 80 minutes	(Monday-Friday)
- Independent reading is included in these guidelines and is increased as the year goes on.
- Homework assignments may include written work, studying, reading in content areas, research, etc.
- Please inform the classroom teacher of religious holidays that prohibit students from completing homework. The classroom teacher will make reasonable accommodations for your child such as an alternate due date.

Long Term Projects/Graded Assignments – Counted Toward Report Card Grades

- Long term projects and graded assignments will be assigned by classroom and cluster teachers.
- Long term projects and graded assignments are mandatory and will be counted toward report card grades.
- Long term vacation projects and graded assignments will be assigned the week before vacation and will be due one week after the return to school. Two weekends (at the minimum) will be included in this time.
- Long term projects and graded assignments that require access to the public library will include a weekend to accommodate working families.
- One Time Only - If a child forgets to hand-in or upload his or her long-term project or graded assignments on the due date, there will be a one-time-only, one-day grace period without penalty.
 - If a child forgets his or her long-term projects or graded assignments on future occasions, each late day will incrementally diminish the score: (4 ⇄ -4), (-4 ⇄ +3), (+3 ⇄ 3), (3 ⇄ -3), (-3 ⇄ +2) (+2 ⇄ 2) (2 ⇄ -2) (-2 ⇄ +1) (+1 ⇄ 1) (1 ⇄ -1) (-1 ⇄ 0)
- Please inform the classroom teacher of religious holidays that prohibit students from completing long term projects or bringing a long-term project to school on a day of religious observance. The classroom teacher will make reasonable accommodations for your child such as an alternate due date.

Sick or Injured Children

- Each child should have at least two homework buddies to call if he/she has questions about the homework assignment.
- Children who are out sick for 1-3 days will obtain homework assignments from their homework buddies or from their teacher when they return to school.
- The principal will support the classroom teacher to create individual learning plans for students on a case-by-case basis for serious or long-term medical situations (e.g., hospital stay, broken legs)

Children Absent for Family Celebrations/Vacations

- Advanced homework and schoolwork will not be provided when families go on vacation when school is in session.
- Advanced homework and schoolwork will not be provided when children miss school due to family celebrations.

Policy for Make-Up Testing or Retesting Due to Poor Performance

	Make-Up Testing	Retesting
KG	Make-up sessions will be given within the first 3 days after a missed exam due to absence.	Retesting due to poor performance will be permitted on a case-by-case basis.
Grades 1-5	Make-up sessions will be given within the first 3 days after a missed exam due to absence.	There will be no retesting due to poor performance.

Procedure for Changing a Student's Report Card Grades, Attendance, or Number of Late Days

- Once report cards have been distributed to families (November, March, June) any changes to report card grades, attendance, or number of late days must be approved by the Principal or Assistant Principal.
- Parents should report any discrepancies to classroom or cluster teachers within 2 days of the report card distribution date.
- Classroom and cluster teachers will determine if grades, absences, and/or number of late days should be changed. Teachers discuss change with the Principal or Assistant Principal.
- All changes to the report card final grades, final attendance, and final number of late days must be made prior to July 1 of the year. The school year ends on June 30 and the new school year begins on July 1. Once the new school year begins, no changes can be made to prior year's grades.

2025-2026 Bell Schedule

Period	Time	Lunch Period
Arrival & Breakfast	8:00 – 8:10	
Period 1	8:10 – 8:55	
Period 2	9:00 – 9:45	
Period 3	9:50 – 10:35	
Period 4	10:40 – 11:25 (Prep) 10:40 – 11:30 (Lunch)	PK, K-104, K-105, 1 st , 2 nd , 3-213, 3-216
Period 5	11:35 – 12:20 (Prep) 11:40 – 12:30 (Lunch)	K-103, K-107, 3-213, 3-218, 4 th , 5 th
Period 6	12:35 – 1:20	
Period 7	1:25 – 2:10	
Dismissal by classroom teacher	2:15-2:20	
Staff Extended Day	2:20-3:20– Professional Learning 7:20-8:00am or 3:20-4:00pm– OPW (Other Professional Work) 55 minutes for Parent Engagement to be	

	completed in-person or remote	
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Policy Regarding Late Arriving Students - 2025-2028

- School officially begins at the annex and main building at 8:00 a.m.
- We have a grace period of 10 minutes before a child is given a late pass. If a child arrives at school between 8:00 and 8:10 a.m., he/she will **not** be marked late at the security desk and he/she will **not be** issued a late pass. Students will go directly to class and will **not** be marked late or absent.
- If a child arrives at school at 8:10 a.m. or later, he/she **will be** given a late pass and **will be** marked late to school in the main office. Cheryl Guglielmi (annex) and Suzanne Formica (main), review all attendance sheets to ensure that students are properly marked late on the ATS attendance bubble sheet. The names of students marked late by the teacher but not issued a late pass are erased.
- School staff will also mark “late” for all the students who received a late pass. For those students who were marked “Absent” but who were late will be corrected.
 - On extreme inclement weather days and to accommodate for other emergencies that cause major delays (traffic accident, fallen tree across road, etc.), we will not mark students late to school.
- Children who arrive at school on DOE school buses will **never** be marked late. Students will not be marked late if the school bus does not show up at the bus stop and parents must drive to school.
- A student must be in attendance by 1:35 p.m. to be marked “Late” and not “Absent” for the day.
- Early drop off begins on 09/7/2025 in both buildings. Early drop off in the main building is 7:30 a.m. and in the annex at 7:35 a.m. for kindergarten students and 7:45 a.m. for pre-kindergarten students.
- If parents are having trouble with double drop-offs between the buildings or other schools, please email Mrs. Figueroa for an accommodation.

Grade Reporting Scale and Performance Levels - 2025-2026

4	Excels in Standards
3	Proficient
2	Below Standards
1	Well-Below Standards
NL	New Admit to NYC DOE

PARENT/TEACHER CONFERENCES

It is strongly recommended that parent conferences occur early and that teachers strive to keep parents well informed about their child’s academic progress.

Citywide Parent Teacher Conferences are held two times a year – November and March. These conferences provide a great opportunity for you to talk with your child's teacher about what your child is learning at school and how you can support this learning at home. For the 2025-2026 school year, Parent Teacher Conferences will be held remotely.

Questions to Consider Asking Your Child's Teacher

- What is my child expected to learn, know, and do at this grade level based on the NYS Next Generation Learning Standards?
- How is my child developing the necessary skills and knowledge?
- What does my child do well, and what does he or she struggle with? Can you give me examples?
- How do you know when my child is making progress and when he/she needs additional help?
- What are you doing to support and motivate him/her?
- How do you challenge my child when he/she is doing well at something?
- How do you support my child when he/she needs extra help?
- What does my child get excited about learning?
- What can I do at home to support him/her?

- Are there programs or services in the community that could also help my child?
- Does my child seem engaged or happy at school?
- Has he/she made friends?
- How does my child get along with classmates and adults?
- Does my child participate in class discussions and group activities?
- Are there times when my child is more or less engaged?

Always remember to share your own thoughts and feelings about your child. Describe what you see as your child's strengths and areas for growth. State any important information that might help your child's teacher better understand your child's approaches to learning, strengths, challenges, and interests. Explain where you think your child needs more support. Describe the best way for the teacher or school personnel to communicate with you (e.g., a note in your child's book bag, a voicemail, an e-mail, etc.).

<https://www.schools.nyc.gov/get-involved/families/parent-teacher-conferences>

Great Expectations: Partnering for Your Child's Future

Good Study Habits - To help your child develop good study habits:

- Set up a comfortable location at home for doing homework with simple supplies, such as pens, pencils, paper, scissors, and tape, near at hand.
- Set up a regular homework time.
- Help your child get organized. Have your child write down and organize assignments each day. Your child needs to learn how to manage his/her time and work toward long-range goals.
- Encourage your child to do the most difficult homework first, not last.
- Check to see that assignments are complete and on time. Be more concerned with the process they use to complete work than with getting the right answer.

Students with Disabilities - Unless otherwise stated on the student's Individualized Education Program (IEP), students with disabilities will participate in the general education curriculum, which can be adapted for different instructional levels and different settings (such as Collaborative Team-Teaching classes or Self-Contained Special Education classes). Adaptations may include using instructional aids such as calculators and visual aids, providing additional time to learn new skills, and reducing the length of assignments to help students with disabilities meet the standards.

Ask Your Child's Teacher - Learning standards provide a great opportunity for you to talk with teachers about what your child is learning in school and how you can support this learning at home. Here are some questions you may want to ask:

To Learn More About a Standard:

- Can you show me examples of student work that meets this standard?
- May I look at some of my child's work related to this standard?
- When will my child work on this standard during the school year?

- What activities and materials are you using in school to help my child meet and exceed this standard? What classwork and homework do you expect to assign?
- What are some exercises I can do with my child to help him or her with this standard?
- Besides the standards covered in this guide, what else is my child expected to learn this year?

To Learn How Your Child Is Doing in School:

- In what subjects is my child working at grade level? Are there any areas that need improvement?
- Is my child reading at grade level? Can you show me some books that my child can read?
- How much time each day does my child spend working on each subject area?
- How do you assess my child on these subjects during the year?

To Learn How to Support Your Child:

- Besides report cards, what are the best ways to keep up to date on how my child is doing?
- If your child is not on grade level: What support is the school able to offer my child? What can I do at home to help my child do better in school?
- If your child is on grade level or above: What extra enrichment and support do you suggest for my child? How can I help at home?

Promotion in Doubt Process

[Chancellor's Regulation A-501](#) It outlines promotion standards for New York 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.

How do schools make promotional decisions?

- Promotion decisions are made by each school principal based on multiple measures of student readiness for the next grade level in English and math.
- Teachers review student work from the school year to identify students who may not be ready for the work of the next grade in English Language Arts and/or math, even with support. Students whose work shows they are ready for the next grade are promoted by the principal in June.
- If a student's work shows they may not be ready for the next grade level, the teacher completes and scores the portfolio. The principal makes the promotion decision based on the portfolio results.
- If your child is not promoted in June based on his/her portfolio results, your child may be mandated for summer school. At the end of summer school, the principal reviews the student's progress and makes the final promotion decision.

How do schools determine which students get promotion portfolios?

- Schools do promotion portfolios for students whose work shows that they may not be ready for the next grade. This can be based on report card grades, student writing samples, projects, assessments, assignments, and other work chosen by the school. State test results may be one of the factors schools use to determine which students will have a portfolio, but state tests may not be the only factor. Schools do not do portfolios for students who show they are prepared for the next grade based on their work throughout the school year. The principal promotes these students in June.

What is a promotion portfolio?

- The DOE's promotion portfolios include assessments and a selection of student classwork. The assessments in the portfolio align to the NYS Next Generation Learning Standards and determine whether students are ready for the work of the next grade in English Language Arts and math.

- The English Language Arts portfolio includes writing samples and assessments of reading and comprehension.
- The math portfolio includes one-on-one and independent math assessments and classwork focused on the major work of the grade.

What can I do if I am not satisfied with the final promotion decision for my child?

- If you are not satisfied with the final promotion decision, you may write a letter to the principal of your child's school appealing the decision at the end of August. The appeal will be reviewed by the superintendent, who will make the final decision.

What if my child cannot attend summer school?

- Summer school is an opportunity for students to develop the skills and knowledge needed for the next grade level. At the end of the summer, schools complete a review of students' portfolios with their summer schoolwork and assessments. If your child cannot attend summer school, you may still submit a written appeal to the principal by the end of August, but you may find it difficult to demonstrate that your child is prepared for the next grade level.

Promotion Process and Timeline

January – Early February

- Schools identify students not on track for meeting promotion benchmarks at the end of the school year.
- Families then receive written notice in the mail if their child's promotion is in doubt.

May – June

- Schools do promotion portfolios for students who may not be ready for the next grade level. This is based on student work and assessments throughout the school year.
- Principals make promotion decisions based on the English Language Arts (ELA) and math skills shown in the student's portfolio.
- Parents will receive written notification in the mail of a child's promotional decision and the summer school options available.

July

- Summer school begins.

Mid-August

- Principals make final promotion decisions based on students' portfolios and summer schoolwork.
- Parents will receive written notification in the mail of a child's final promotional decision.

Last Week of August

- Families may appeal promotion decision by sending a written appeal to their child's principal.

Grading Policy - Grade KG

EXPLANATION OF GRADES PERFORMANCE LEVELS

4	Excels in Standards
3	Proficient
2	Below Standards
1	Well-Below Standards
NL	New Admit to NYC DOE

Overall ELA 50% Reading; 50% Writing
Reading Overall average of below components Overall grade given in consultation with ENL teacher, for entitled English Language Learners only Identifies letters by letter name and sound and uses letter sounds to read familiar and / or new words Phonics Assessments/Teacher observations Demonstrates an understanding of the organization and basic features of print Teacher observations Reads emergent-reader texts (fiction and nonfiction) with purpose and understanding Teacher observations (MP2 & MP3 only)
Writing (Overall Grade) Overall average of below components. Overall grade given in consultation with ELL teacher, for entitled English Language Learners only Uses a combination of writing, drawing, and / or dictating for a variety of purposes Teacher Observation/ Checklist Uses knowledge of letters and sounds in writing Teacher checklist and Phonics Assessment
Listening, Speaking, and Language Overall average of components below. Overall grade given in consultation with ELL teacher, for entitled English Language Learners only. During collaborative discussions, expresses ideas with clarity and relevant, descriptive detail Whole Group and Small Group Lesson Discussions Asks and answers questions with appropriate detail Checklists/Observations - Whole Group and Small Group Lesson Discussions
Mathematics (Overall Grade) Overall average of components below. Demonstrates an understanding of mathematical concepts Classwork and Math Assessment Solves problems in multiple ways and explains solutions Word Problems and Classwork (MP2 & MP3 Only)
Science (Overall Grade) Classroom Assessments and Classwork Demonstrates an understanding of science content and concepts Classroom Assessments and Classwork Uses beginning reading, writing, and mathematics to gather, interpret, and use evidence in science content and concepts N/A Makes and tests predictions, seeks answers, and develops solutions N/A
Social Studies and History (Overall Grade) Social Studies Unit Assessment Scores, Classwork and Discussions Demonstrates an understanding of social studies content and concepts Social Studies Unit Assessment Scores, Classwork and Discussions Uses beginning reading and writing to gather, interpret, and use evidence in social studies content and concepts N/A
Physical Education Average of Components Below (PE Teacher) Participates in physical activity and demonstrates ability in age-appropriate movement, control, and fitness skills 20% Sneakers, 40% Participation, 40% Behavior Demonstrates an understanding of basic parts of health-related fitness and the connection between physical activity and wellness 80% Skills, 20% Discussion
Arts: Visual Arts, Dance, Theater, and/or Music (Overall Grade) CLUSTER TEACHER GRADES Creates, performs, responds to, and reflects upon arts and making art Music Cluster: 50% Discussion, 50% Behavior Demonstrates an understanding of arts content and concepts Music Cluster: 50% Participation, 50% Teacher Observation Creates, performs, responds to, and reflects upon arts and making art: Art Cluster: 50% skills, 50% project completion Demonstrates an understanding of arts content and concept: Art Cluster: 50% participation, 25% class discussion, 25% behavior
Technology (Overall Grade) 50% Classwork, 25% Participation, 25% Behavior Demonstrates ability to understand and use technology 50% Classwork, 25% Participation, 25% Behavior
English as a New Language ENL Teacher: 50% Classroom Tests, 50% Reading Conference Notes Uses English to understand and apply information for content area learning and personal use 50% Non-Fiction Writing, 50% Social Interaction and Participation
Academic and Personal Behaviors (Overall Grade) ALL BELOW ARE TAKEN FROM TEACHER OBSERVATIONS DURING CLASS Manages time and consistently demonstrates effort to independently achieve goals. 100% Teacher Observation Works in an organized manner. 100% Teacher Observation Persists through challenges to complete a task by trying different strategies. 100% Teacher Observation Asks for help when needed. 100% Teacher Observation Respects school rules and works well in the school community. 100% Teacher Observation

Grading Policy - Grade 1

EXPLANATION OF GRADES PERFORMANCE LEVELS

4	Excels in Standards
3	Proficient
2	Below Standards

1	Well-Below Standards
NL	New Admit to NYC DOE

Overall ELA – 50% reading overall, 50% writing overall (Overall grade given in consultation with an ENL teacher, for entitled English Language Learners only)	
Reading Average of Sub-Categories (Overall grade given in consultation with an ENL teacher, for entitled English Language Learners only) Uses letter-sound relationships to figure out new words 100% Foundations Unit Assessments Reads with sufficient accuracy and fluency to support comprehension 100% Teacher Observations Reads and comprehends grade level texts independently across a variety of genres (fiction and nonfiction) 100% Teacher Anecdotal Notes – Independent Reading Demonstrates comprehension by referring to text details. 100% HMH Comprehension Assessments	
Writing Average of Sub-Categories (Overall grade given in consultation with an ENL teacher, for entitled English Language Learners only) Writes independently for different tasks, purposes, and audiences (opinion, informative/explanatory, narrative) 100% Teacher Observation during HMH writing Uses details and facts from text in writing to further meaning 100% HMH Writing Assignments Revises writing to clarify and add details as needed N/A	
Listening, Speaking, and Language Average of Sub-Categories (Overall grade given in consultation with an ENL teacher, for entitled English Language Learners only) During collaborative discussions, expresses ideas with clarity, appropriate facts, and relevant, descriptive detail 100% Teacher Observations - Class Participation Uses and understands a wide range of vocabulary 100% Teacher Observations / Class discussions Uses appropriate writing mechanics, spelling, and grammar 100% Teacher Observations / Writing Assignments	
Mathematics (Overall Grade) Average of Sub-Categories Demonstrates an understanding of mathematical concepts 100% Math Envisions Chapter Assessment Scores Solves problems with precision and accuracy 100% Classwork Solves problems in multiple ways and explains solutions 100% Envisions /Performance Assessment Scores	
Science (Overall Grade) 100% Science Classwork Demonstrates an understanding of science content and concepts 100% Science Classwork Uses reading, writing, and mathematics to gather, interpret, and use evidence in science content and concepts N/A Makes and tests predictions, seeks answers, and develops solutions 100% Science Cluster	
Social Studies and History (Overall Grade) 100% Social Studies Classwork Demonstrates an understanding of social studies content and concept 100% Social Studies Classwork Uses reading and writing to gather, interpret, and use evidence in social studies content and concepts N/A Applies critical thinking to extend understanding of content and concepts N/A	
Physical Education Average of Components Below (PE Cluster) Participates in physical activity and demonstrates ability in age-appropriate movement 20% Sneakers, 40% Participation, 40% Behavior Demonstrates an understanding of basic parts of health-related fitness and the connection between physical activity and wellness 80% Skills, 20% Discussion	
Arts: Visual Arts, and Music (Overall Grade) CLUSTER TEACHER GRADES Creates, performs, responds to, and reflects upon arts and making art Music Cluster: 50% Discussion, 50% Behavior Demonstrates an understanding of arts content and concepts Music Cluster: 50% Participation, 50% Teacher Observation Creates, performs, responds to, and reflects upon arts and making art: Art Cluster: 50% skills, 50% project completion Demonstrates an understanding of arts content and concept: Art Cluster: 50% participation, 25% class discussion, 25% behavior	
Technology (Overall Grade) / Teacher 25% Behavior, 25% Typing, 25% Classwork, 25% Project Demonstrates ability to understand and use technology: 25% Behavior, 25% Typing, 25% Classwork, 25% Project	
English as a New Language ENL Teacher = 50% Classroom Tests, 50% Reading Conference Notes Uses English to understand and apply information for content area learning and personal use 50% Non-Fiction Writing, 50% Social Interaction and Participation	
Academic and Personal Behaviors (Overall Grade) Average of Sub-Categories Manages time and consistently demonstrates effort to independently achieve goals 100% Teacher Observations - Student Productivity Works in an organized manner 100% Teacher Observations Persists through challenges to complete a task by trying different strategies 100% Teacher Observations Asks for help when needed 100% Teacher Observations Respects school rules and works well in the school community 100% Teacher Observations and Behavior Logs	

Grading Policy - Grade 2

EXPLANATION OF GRADES PERFORMANCE LEVELS

4	Excels in Standards
3	Proficient
2	Below Standards
1	Well-Below Standards
NL	New Admit to NYC DOE

Overall ELA – 50% reading overall, 50% Writing Overall and Listening, Speaking, and Language Overall (Overall grade given in consultation with an ENL teacher, for entitled English Language Learners only)
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Reading Average of Sub-Categories (Overall grade given in consultation with an ENL teacher, for entitled English Language Learners only) Uses letter-sound relationships to figure out new words 100% Foundations Assessments Reads with sufficient accuracy and fluency to support comprehension 100% Teacher Observation Reads and comprehends grade level texts independently across a variety of genres (fiction and nonfiction) 100% HMH Assessments Demonstrates comprehension by referring to text details. 100% HMH Assessments
Writing Average of Sub-Categories (Overall grade given in consultation with an ENL teacher, for entitled English Language Learners only) Writes independently for different tasks, purposes, and audiences (opinion, informative/explanatory, narrative) 100% HMH Rubric-based Writing Uses details and facts from text in writing to further meaning 100% HMH Assessments Revises writing to clarify and add details as needed) N/A
Listening, Speaking, and Language Average of Sub-Categories During collaborative discussions, expresses ideas with clarity, appropriate facts, and relevant, descriptive detail 100% Teacher Observation Uses and understands a wide range of vocabulary 50% HMH Rubric-based, 50% Teacher Observation Uses appropriate writing mechanics, spelling, and grammar 100% HMH Rubric-based Writing
Mathematics (Overall Grade) Average of Sub-Categories Demonstrates an understanding of mathematical concepts 100% enVision Math Topic Test Scores Solves problems with precision and accuracy 100% enVision Math Performance Task Scores Solves problems in multiple ways and explains solutions N/A
Science (Overall Grade) 100% Science Tasks Demonstrates an understanding of science content and concepts 100% Science Tasks Uses reading, writing, and mathematics to gather, interpret, and use evidence in science content and concepts N/A Makes and tests predictions, seeks answers, and develops solutions 100% Science Cluster
Social Studies and History (Overall Grade) 100% Social Studies Tasks Demonstrates an understanding of social studies content and concept 100% Social Studies Tasks Uses reading and writing to gather, interpret, and use evidence in social studies content and concepts N/A Applies critical thinking to extend understanding of content and concepts N/A
Physical Education Average of Components Below (PE Cluster) Participates in physical activity and demonstrates ability in age-appropriate movement 20% Sneakers, 40% Participation, 40% Behavior Demonstrates an understanding of basic parts of health-related fitness and the connection between physical activity and wellness 80% Skills, 20% Discussion
Arts: Visual Arts, and Music (Overall Grade) CLUSTER TEACHER GRADES Creates, performs, responds to, and reflects upon arts and making art Music Cluster: 50% Discussion, 50% Behavior Demonstrates an understanding of arts content and concepts Music Cluster: 50% Participation, 50% Teacher Observation Creates, performs, responds to, and reflects upon arts and making art: Art Cluster: 50% skills, 50% project completion Demonstrates an understanding of arts content and concept: Art Cluster: 50% participation, 25% class discussion, 25% behavior
Technology (Overall Grade) / Teacher 25% Behavior, 25% Typing, 25% Classwork, 25% Project Demonstrates ability to understand and use technology: 25% Behavior, 25% Typing, 25% Classwork, 25% Project
English as a New Language ENL Teacher = 50% Classroom Tests, 50% Reading Conference Notes Uses English to understand and apply information for content area learning and personal use 50% Non-Fiction Writing, 50% Social Interaction and Participation
Academic and Personal Behaviors (Overall Grade) Average of Sub-Categories Manages time and consistently demonstrates effort to independently achieve goals 100% Teacher Observation Works in an organized manner 100% Teacher Observation Persists through challenges to complete a task by trying different strategies 100% Teacher Observation Asks for help when needed 100% Teacher Observation Respects school rules and works well in the school community 100% Teacher Observation

Grading Policy - Grade 3

EXPLANATION OF GRADES PERFORMANCE LEVELS

4	Excels in Standards
3	Proficient
2	Below Standards
1	Well-Below Standards
NL	New Admit to NYC DOE

English Language Arts (Overall Grade) 50% Reading, 50% Writing - Overall Scores (Overall grade given in consultation with an ENL teacher, for entitled English Language Learners only)	
Reading Average of Sub-Components	Reads with sufficient accuracy and fluency to support comprehension: 100% HMH and Foundations Assessments Reads and comprehends grade level texts independently across a variety of genres (fiction and nonfiction) 100% HMH Assessments Demonstrates comprehension by referring to text details 100% HMH Assessments
Writing Average of Sub-Components	Writes independently for different tasks, purposes, and audiences (opinion, informative/explanatory, narrative) 100% independent writing (HMH rubrics) Uses details and facts from text in writing to further meaning 100% HMH Rubrics Revises writing to clarify and add details as needed N/A
Listening, Speaking, and Language Average of Sub-Components	During collaborative discussions, expresses ideas with clarity, appropriate facts, and relevant, descriptive detail 100% Class Participation Uses and understands a wide range of vocabulary N/A Uses correct grammar, mechanics, and spelling 100% HMH Rubric Scores, Foundations assessments
Mathematics Average of Sub-Components	Demonstrates an understanding of mathematical concepts 100% Topic Test Assessments (Part A enVision Math assessments) Solves problems with precision and accuracy N/A Solves problems in multiple ways and explains solutions 100% Math Problem-Solving Tasks (Part B enVision Math assessments)
Science Average of Sub-Components	Demonstrates an understanding of science content and concepts 100% Performance Tasks/Assessments Uses reading, writing, and mathematics to gather, interpret, and use evidence in science content and concepts N/A Makes and tests predictions, seeks answers, and develops solutions 100% Science Cluster
Social Studies and History Average of Sub-Components	Demonstrates an understanding of social studies content and concepts 100% Performance Tasks/Assessments Uses reading and writing to gather, interpret, and use evidence in social studies content and concepts N/A Applies critical thinking to extend understanding of content and concepts N/A
Physical Education PE Cluster Average of Components Below	Participates in physical activity and demonstrates ability in age-appropriate movement, control, and fitness skills Prepared for Class: 20% Sneakers, 40% Participation, 40% Behavior Demonstrates an understanding of basic parts of health-related fitness and the connection between physical activity and wellness 80% Skills; 20% Discussion
Arts: Visual Arts, and/or Music CLUSTER TEACHER GRADES	Creates, performs, responds to, and reflects upon arts and making art Music Cluster: 50% Participation, 50% Behavior Demonstrates an understanding of arts content and concept Music Cluster: 50% Participation, 50% Teacher Observation Creates, performs, responds to, and reflects upon arts and making art Art Cluster: 50% skills, 50% project completion Demonstrates an understanding of arts content and concept Art Cluster: 50% participation, 25% class discussion, 25% behavior
Technology Technology Cluster: 25% Classwork, 25%Behavior, 25% Typing, 25% Projects	Demonstrates ability to understand and use technology Technology Cluster: 25% Classwork, 25% Behavior, 25% Typing, 25% Projects
English as a New Language ESL Teacher: 50% Classroom Tests, 50% Reading Conference Notes	Uses English to understand and apply information for content area learning and personal use 50% Non-Fiction Writing, 50% Social Interaction and Participation
Academic and Personal Behaviors Average of Sub-Components	Manages time and consistently demonstrates effort to independently achieve goals 100% Meets Deadlines Works in an organized manner 100% Desk/Folder Neatness, Lesson Readiness Persists through challenges to complete a task by trying different strategies 100% Teacher Observation Asks for help when needed 100% Teacher Observation Respects school rules and works well in the school community 100% Behavior Log, Parent Contact, and Teacher Observation

Grading Policy - Grade 4

EXPLANATION OF GRADES PERFORMANCE LEVELS

4	Excels in Standards
3	Proficient
2	Below Standards
1	Well-Below Standards
NL	New Admit to NYC DOE

English Language Arts (Overall Grade) 50% Reading, 50% Writing - Overall Scores
Reading Average of Sub-Components Reads with sufficient accuracy and fluency to support comprehension N/A Reads and comprehends grade level texts independently across a variety of genres (fiction and nonfiction) 100% HMM Module Assessments Demonstrates comprehension by referring to text details 100% HMM Assessments
Writing Average of Sub-Components Writes independently for different tasks, purposes, and audiences (opinion, informative/explanatory, narrative) 100% HMM Writing Rubrics Uses details and facts from text in writing to further meaning 100% HMM Writing Rubrics Revises writing to clarify and add details as needed N/A
Listening, Speaking, and Language Average of Sub-Components During collaborative discussions, expresses ideas with clarity, appropriate facts, and relevant, descriptive detail 100% Participation Uses and understands a wide range of vocabulary N/A Uses correct grammar, mechanics, and spelling 100% HMM Writing Rubrics
Mathematics Average of Sub-Components Demonstrates an understanding of mathematical concepts 100% EnVision Topic Assessments Solves problems with precision and accuracy N/A Solves problems in multiple ways and explains solutions 100% EnVision performance tasks/assessments
Science Average of Sub-Components Demonstrates an understanding of science content and concepts 100% Performance Tasks/Assessments Uses reading, writing, and mathematics to gather, interpret, and use evidence in science content and concepts N/A Makes and tests predictions, seeks answers, and develops solutions 100% Science Cluster
Social Studies and History Average of Sub-Components Demonstrates an understanding of social studies content and concepts 100% Performance Tasks/Assessments Uses reading and writing to gather, interpret, and use evidence in social studies content and concepts N/A Applies critical thinking to extend understanding of content and concepts N/A
Physical Education PE Cluster: Average of Components Below Participates in physical activity and demonstrates ability in age-appropriate movement, control, and fitness skills Prepared for Class: 20% Sneakers, 40% Participation, 40% Behavior Demonstrates an understanding of basic parts of health-related fitness and the connection between physical activity and wellness 80% Skills, 20% Discussion
Arts: Visual Arts, and/or Music CLUSTER TEACHER GRADES Creates, performs, responds to, and reflects upon arts and making art Music Cluster: 50% Participation, 50% Behavior Demonstrates an understanding of arts content and concept Music Cluster: 50% Participation, 50% Teacher Observation Creates, performs, responds to, and reflects upon arts and making art Art Cluster: 50% skills, 50% project completion Demonstrates an understanding of arts content and concept Art Cluster: 50% participation, class discussion, 25% behavior
Technology Technology Cluster: 25% Classwork, 25% Behavior, 25% Typing, 25% Projects Demonstrates ability to understand and use technology Cluster = 25% Classwork, 25% Behavior, 25% Typing, 25% Projects
English as a New Language ESL Teacher: 50% Classroom Tests, 50% Reading Conference Notes Uses English to understand and apply information for content area learning and personal use 50% Non-Fiction Writing, 50% Social Interaction and Participation
Academic and Personal Behaviors Average of Sub-Components Manages time and consistently demonstrates effort to independently achieve goals 100% Meets Deadlines Works in an organized manner 100% Desk/Folder Neatness, Lesson Readiness Persists through challenges to complete a task by trying different strategies 100% Teacher Observation Asks for help when needed 100% Teacher Observation Respects school rules and works well in the school community 100% Behavior Logs and Parent Contact

Grading Policy - Grade 5

EXPLANATION OF GRADES PERFORMANCE LEVELS

4	Excels in Standards
3	Proficient
2	Below Standards
1	Well-Below Standards
NL	New Admit to NYC DOE

English Language Arts (Overall Grade) 50% Reading, 50% Writing - Overall Scores (Overall grade given in consultation with an ENL teacher, for entitled English Language Learners only)	
Reading Average of Sub-Components Reads with sufficient accuracy and fluency to support comprehension N/A Reads and comprehends grade level texts independently across a variety of genres (fiction and nonfiction) 100% HMH Assessments Demonstrates comprehension by referring to text details 100% Reading Responses	
Writing Average of Sub-Components Writes independently for different tasks, purposes, and audiences (opinion, informative/explanatory, narrative) 100% HMH Writing Rubrics Uses details and facts from text in writing to further meaning 100% HMH Rubrics Revises writing to clarify and add details as needed N/A	
Listening, Speaking, and Language Average of Sub-Components During collaborative discussions, expresses ideas with clarity, appropriate facts, and relevant, descriptive detail 100% Class Participation Uses and understands a wide range of vocabulary N/A Uses correct grammar, mechanics, and spelling 100% HMH Writing Rubrics	
Mathematics Average of Sub-Components Demonstrates an understanding of mathematical concepts 100% enVision Topic Assessments Solves problems with precision and accuracy N/A Solves problems in multiple ways and explains solutions 100% enVision Performance Tasks/Assessments	
Science Average of Sub-Components Demonstrates an understanding of science content and concepts 100% Performance Tasks/Assessments Uses reading, writing, and mathematics to gather, interpret, and use evidence in science content and concepts N/A Makes and tests predictions, seeks answers, and develops solutions 100% Science Cluster	
Social Studies and History Average of Sub-Components Demonstrates an understanding of social studies content and concepts 100% Performance Tasks/Assessments Uses reading and writing to gather, interpret, and use evidence in social studies content and concepts N/A Applies critical thinking to extend understanding of content and concepts N/A	
Physical Education PE Cluster Average of Components Below Participates in physical activity and demonstrates ability in age-appropriate movement, control, and fitness skills Prepared for Class: 20% Sneakers, 40% Participation, 40% Behavior Demonstrates an understanding of basic parts of health-related fitness and the connection between physical activity and wellness 80% Skills; 20% Discussion	
Arts: Visual Arts, and/or Music CLUSTER TEACHER GRADES Creates, performs, responds to, and reflects upon arts and making art Music Cluster: 50% Participation, 50% Behavior Demonstrates an understanding of arts content and concept Music Cluster: 50% Participation, 50% Teacher Observation Creates, performs, responds to, and reflects upon arts and making art Art Cluster: 50% skills, 50% project completion Demonstrates an understanding of arts content and concept Art Cluster: 50% participation, 25% class discussion, 25% behavior	
Technology Technology Cluster: 25% Classwork, 25%Behavior, 25% Typing, 25% Projects Demonstrates ability to understand and use technology Technology Cluster: 25% Classwork, 25% Behavior, 25% Typing, 25% Projects	
English as a New Language ESL Teacher: 50% Classroom Tests, 50% Reading Conference Notes Uses English to understand and apply information for content area learning and personal use 50% Non-Fiction Writing, 50% Social Interaction and Participation	
Academic and Personal Behaviors Average of Sub-Components Manages time and consistently demonstrates effort to independently achieve goals 100% Meets Deadlines Works in an organized manner 100% Lesson Readiness Persists through challenges to complete a task by trying different strategies 100% Troubleshooting Problems Before Approaching Teacher Asks for help when needed 100% Teacher Observation Respects school rules and works well in the school community 100% Follows Class and School Rules	

MARKING PERIODS

	1st	2nd	3rd	Final
Physical Education 5 / Teacher Name				
Participates in physical activity and demonstrates ability in age-appropriate movement, control, and fitness skills				
Demonstrates an understanding of basic parts of health-related fitness and the connection between physical activity and wellness				
Visual Art 5 / Teacher Name				
Creates, performs, responds to, and reflects upon arts and making art				
Demonstrates understanding of arts content and concepts				
Teacher Comments Have a great summer! :) Good luck in middle school!	Teacher Comments			
Music 5 / Teacher Name				
Technology 5 / Teacher Name				
Demonstrates ability to understand and use technology				
Academic and Personal Behaviors 5 / Teacher Name				
Manages time and consistently demonstrates effort to independently achieve goals				
Works in an organized manner				
Persists through challenges to complete a task by trying different strategies				
Asks for help when needed				
Respects school rules and works well in the school community				

Parent Signature

Date