

# THE CAMBRIA HEIGHTS SCHOOL

P. S. 176Q



120-45 235 Street

Cambria Heights, NY 11411

Telephone (718)525-4057

Fax (718) 276-3458

Marisa Castello – Principal

Cahnlay Moore – Assistant Principal

## ***Grading Policy School Year 21~22***

### ***Rationale for a Grading Policy:***

Grades are used as evaluative and descriptive tools that help communicate what students have learned. Grades provide feedback to students on their individual understanding of and progression through a subject.

### **Marking Periods and Report Cards:**

Marking Period	Marking Period Begins	Marking Period Ends	Report Card Due Date
1 <sup>st</sup>	September 13 <sup>th</sup> , 2021	October 22 <sup>nd</sup> , 2021	October 29 <sup>th</sup> , 2021
2 <sup>nd</sup>	October 25 <sup>th</sup> , 2021	February 11 <sup>th</sup> , 2022	February 18 <sup>th</sup> , 2022
3 <sup>rd</sup>	February 14 <sup>th</sup> , 2022	June 10 <sup>th</sup> , 2022	June 17 <sup>th</sup> , 2022

**Report card grades will be a combination of class participation, teacher assessments, class work and work habits along with projects/capstone projects.** Students will receive final grades at the end of the year. The final grade is a standalone. As such, grading will reflect the realities of in-person and digital learning. Report cards will be issued three times each year, at the end of each marking period. **In addition, progress report cards will be sent home to all students in the month of December - by December 22, 2021.**

### **How Courses will be graded:**

- *Assessments (Summative and formative)*
- *Projects/Capstone Projects*
- *Classwork and work habits*

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## Grading policy Flexibilities:

**Student access to devices and high-speed internet:** Schools must take into consideration students' access to devices and high-speed internet and support them in catching up on their learning once they have received a device. Work issued by schools while students do not have suitable access (i.e., paper materials) must be reviewed and considered in teachers' overall assessment of whether students have met learning outcomes. If students are not able to complete assigned work due to issues related to technology, schools must provide an alternative way for them to complete the activities.

**Expectations for due dates and submission of late work:** Schools must adjust their deadlines and expectations for submission of assignments to acknowledge the significant impact of COVID-19 on students' experiences. These adjustments may include extending deadlines for individual students, taking into consideration the personal loss, illness, or other trauma that students may be experiencing. Schools are encouraged to lessen or eliminate penalties for late work beyond these adjusted deadlines. Due dates must be clearly documented for students and take into consideration timelines for entering grades.

**Attendance may not count toward grades:** Attending school, participating in class, and demonstrating understanding are all essential components of student learning, and school communities must make every effort to ensure that students attend school, with a goal of every student, every day. Students' grades must reflect the extent to which they have met the learning outcomes for their courses. At the high school level, any student who achieves the learning outcomes for a course must be granted credit, as described in guidance from the [New York State Education Department](#). When students attend remote and blended learning consistently, they have the greatest opportunity to make progress, receive support from their teachers, and demonstrate their learning. Schools have flexibility in determining the factors that contribute to grades as described in their

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school-wide grading policies. With the understanding that course time is no longer a requirement for earning credit, courses that currently include attendance as a factor in student grades must remove that factor completely. Schools should use *Insight* to monitor attendance trends and guide continuous improvement strategies.

**The way in which assignments are scored:** If parts of some tasks are impractical in a remote setting, teachers must consider adjusting the way those assignments are graded. This could include lowering the weight of portions of an assignment, adjusting the way students are expected to express their learning, or removing portions of tasks.

**Late Assignment:** Students will be given 5 days to make up assignments, a student work will be considered late after. If this work will be used in the calculation of final grades, the teacher should make every outreach to notify the parent of the missing work.

Schools must base students' grades on academic progress and performance, considering a student's entire body of work in each subject area.

- *All students will receive comments on their report cards. Comments will include the following:*
  - *ELA Overall: Teacher specific comment about student's progress*
  - *Math: Teacher specific comment about student's progress*
  - *Social Studies: 1 Comment*
  - *Science : 1 Comment*

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Grade Level	Requirements
Grades Kindergarten through 5	<p>Schools may select their grading scales for <b>marking period</b> and <b>final grades</b>.</p> <p>'N' must be used in place of a failing grade.</p> <p>'NL' must be used in cases where there is insufficient information to determine whether a student has met standards.<sup>2</sup></p> <p>Parents/guardians make the final decision about whether the student's final passing grade remains on the existing scale or is updated to 'MT' (Meets standards). See <a href="#">Parent/Guardian Choice of Grading Scale</a>.</p>

## Scale:

Percentage	Scale
0-54	NL
55-64	1
65-74	2
75-89	3
90-100	4