The following grading policy is a comprehensive document available to all staff, students and families of PS 160. Its purpose is to provide a shared understanding of what is required in order for students to achieve a specific grade. This grading policy applies to all students in the school, including students with disabilities and English Language Learners. For students with disabilities, the IEP documents annual goals, plans for progress monitoring and promotion criteria within the general education curriculum. A student’s IEP states whether the student will participate in the same state and district wide assessments of student achievement that are administered to general education students or the student will participate in an alternate assessment on a particular state or district wide assessment of student achievement. The IEP also describes specifically designed instruction and accommodations for students that create access to grade level standards and enable students to make progress toward their annual goals. Students with disabilities receive progress reports in addition to school report cards. For English Language Learners, students are provided with opportunities, where possible, to demonstrate mastery of the standards in their native language.

* All students and families will receive grades at regular marking period intervals – December, March and June. No grade may be changed on a student’s report card except through administrative approval.
* Students in grades 2-5 receive marks in a percentage format (0-100%). The minimum passing grade on this scale is 65%. The lowest grade overall that a student can receive on a report card is 55%. Students in grades K-1 receive marks on a scale of 1-4. The minimum passing grade on this scale is 2. The lowest grade that a student in grades K-1 can receive is 1. The school aligns its percentages and levels according to the District 20 Grading Guidelines as follows: Level 4: 90% - 100%

 Level 3: 80% - 89%

 Level 2: 65% - 79%

 Level 1: Below 65%

* The District 20 Grading Guidelines also specify the breakdown of a student’s grade as follows: Classroom Exams/Quizzes – 45%

 Class Assignments – 25%

 Class Projects – 25%

 Homework – 5%

* Opportunities to discuss student progress with families include parent-teacher conferences, parent-teacher engagement time and individually scheduled conferences on an as needed basis.
* This grading policy will be reviewed and updated annually and distributed at the beginning of the school year.
* Promotion decisions are based on a comprehensive examination of student exams, classroom assignments and participation, homework, projects, behavior, state assessment scores and school attendance.
* This grading policy will be available to families at parent-teacher conferences, PTA meetings and open-school events.
* This grading policy will be translated and disseminated to all staff at the beginning of the school year. Teachers will have an opportunity at this time to bring up questions, concerns and possible adjustments that need to be made for the upcoming and following year.
* School grading policies and copies of all teachers’ gradebooks will be maintained for 3 years for record-keeping purposes.
* Marking period assessment breakdowns listing all assessments included in a student’s grade are maintained in all grades. Rubrics are used to grade all assessments, assignments and projects counted toward report card grades.
* Final grades are calculated by an average of each of the 3 stand-alone marking periods.
* Students pass or fail a subject based on how well they demonstrate their mastery of the content and skills required in that subject. Students that are new to the country and admitted during the current marking period are given a code of “NL” on the report card for that marking period. Students receive grades on their report cards for all marking periods that follow providing the basis for a final grade.
* Individual feedback to students is provided through comments on student work, through individual conferencing and through comment sections on student report cards.
* Make-up and late work due to an absence during the marking period may be completed and will be accepted up until the close of the marking period. Work given in after the close of the marking period will be counted toward the grade of the following marking period. Missing work due to non-completion will receive a score of “0”.
* Grades will be given in all core academic subjects as well as courses in the arts, technology, physical education and academic intervention services.
* Attachments include: PS 160 Class Assignments Rubric

 PS 160 Class Projects Rubric