



P.S. 94 | The David D. Porter School

Laura Avakians • Principal

School Wide Grading Policy 2016-2017

The formulation of grades serves as a basis to assess students' progress towards meeting goals, objectives and performance standards.

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 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 in mastering the Common Core Learning Standards (CCLS) have 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.

Report cards are distributed three times a year: November, March and June.

Marking Period 1	9/08/16	10/21/16
Marking Period 2	10/24/16	02/17/17
Marking Period 3	02/27/17	06/16/17



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Teachers will use multiple assessment measures that include, but are not limited to:

- Chapter Tests
- Baseline assessments, beginning of the year assessments, periodic assessments, end of the year assessments
- Exemplars-ELA & Math
- Reading Assessments/Running Records
- Homework
- In-class discussions/class participation
- Projects-in class & at home
- Choice Board tasks
- Writing assignments

Level 4	93%-100%	Exceeds grade level standards Student consistently excels at content
Level 3	76%-92%	Meets grade level standards Student is proficient at content
Level 2	61%-75%	Approaches grade level standards Student has some understanding of the content Student may have mastered some parts of the curriculum, but has not mastered the majority of the content
Level 1	Below 60%	Far Below grade level standards Student is not proficient at grade level material