



RGHS 2019-2020-UPDATED GRADING POLICY

4/1/20 - FAQ/ADDENDUM ON RGHS REMOTE ONLINE LEARNING FROM HOME (ROLFH)

Q: How will RGHS grade student work in light of COVID-19 and the transition to remote learning?

A: While students are participating in remote learning, teachers must grade student work as usual and keep their gradebooks up to date, in alignment with expectations set by the RGHS grading policy below.

Teachers will adjust grade calculations to align to adjustments in remote instruction. For example, assignments that cannot be reasonably completed remotely will be replaced by other, comparable assignments. Teachers can also drop certain assignments or assessments from students' grades provided that they do so in a consistent manner for all students.

Q: How will RGHS handle late or missing work during remote learning?

A: As many students across the city, including our own students, have yet to receive devices from the DOE, RGHS will be flexible with regard to late or missing work. While we should continue to encourage students to submit assignments on time, typically at the end of each week, **no penalty** should be given for any assignments that are submitted late. All assignments via online systems such as Castle Learning, Delta Math, Empower, Turn It In, Google Classroom, etc. must be kept open and not locked out for any reason so that students may access them during off peak hours and on the weekend.

Existing NYCDOE and school-level grading policies at RGHS apply regarding late or missing work. For example, students may submit missing work after the marking period as necessary. RGHS teachers will include make-up and late assignments into final grades. When a student misses remote learning sessions, teachers will give students reasonable chances to make up missing work before final grades are determined. If a student has missed too much instruction due to COVID-19 that it is not possible to compute a valid final grade, please reach out to your direct supervisor for next steps. This may include supporting the student to complete outstanding work in the following term as necessary.

Please note that Marking Period 3 Grades are due Tues, April 21. Teachers will continue to utilize PADs on Skedula to submit their grades. Also, remote learning will continue during Spring Break from Monday, April 13 to Friday, April 17. More information about remote learning expectations during the Spring Break time will be forthcoming.

Q: How will students at RGHS satisfy PE Requirements?

A: At this time, there are no exceptions to the physical education requirements. Students will and are having opportunities to experience PE through remote learning. Opportunities to engage in learning can still include physical activity, if and when possible. Incorporating technology and resource management are key components of National and New York State PE standards. Remote PE will look very different than in the traditional PE setting; however, students and teachers can still promote content learning through fun, strategic ways to incorporate physical activity and student learning.

Q: How does the response to COVID-19 impact RGHS students taking Regents exams and Science Lab Minutes?

A: Per existing policy, any student enrolled in a course that ends in a Regents is entitled to take the Regents exam. Students may not be barred from a Regents exam based on attendance or performance. In addition, NYSED has issued guidance stating that students may be admitted to science Regents exams even if they have not met the 1,200-minute laboratory requirement. As part of remote learning, RGHS is being creative to embed lab activities into their remote science instruction, but students are not required to meet the 1,200-minute requirement.

2019-2020-RGHS Grading Philosophy:

1. Grades are meant to be a holistic assessment of student learning. Our curriculum is aligned to CCLS and standardized assessments. Students who graduate high school need the ability to think critically, use evidence to support their arguments, apply what they have learned to solve real-world problems and demonstrate resilience in the face of obstacles.
2. It is the responsibility of the principal to assure that grading criteria are established for each subject area. The individual teacher is responsible for evaluating each student's academic achievement based on the established grading criteria.
3. Grades are an evaluative instrument and not a disciplinary device.
4. Grading criteria shall include a number of factors, such as test performance, quizzes, homework assignment, projects, participation, etc.
5. At the beginning of the year, every teacher shall explain to students and parents in writing the grading criteria that will be used for evaluating their academic performance.
6. The grading policy is accessible on the school's website. A copy of the grading criteria shall be maintained on file in the principal's office.
7. Absences due to illness verified by a medical note, and/or parental note, hospitalization, death in the family, religious absences, required court or immigration appearances, attendance at health clinics, approved college visits, approved cooperative work programs, school trips, and similar situations are considered to be explained absences and the *student should be given a minimum of one week* in which to make up exams, projects, classwork, etc. Students with absences must be given the opportunity to make up any missed test or assignments.

8. Any student who fails any class for a minimum of (2) two quarters will be mandated for AIS (e.g., tutoring) and will be placed on academic probation prohibiting them from participating in any Senior Events or After School Activities, Clubs, Dances, and events. Subject to review by Administration and Teachers.

RGHS Equitable Grading Approaches:

Grading Domain:

We believe our grading policy should be **fair and varied (Projects, Tests, Quizzes, Participation, Classwork, Homework, etc.)**. *In order to be equitable, there MUST be an assignment for each of the domains at the end of the marking period when calculating student grades.*

a. *For example, if a project is worth 30% a project assignment must be graded for that quarter. If a project is not given for a particular quarter the 30% project grade is not permitted to be added to another domain.*

1) Tests/Quizzes/Test Corrections: Will account for no more than 35%-40% of a grade.

- a. Defined as: Units Exams, Quizzes, And Quarterly Exams.
- b. Must give more than 1 test and 1 Quiz per quarter.
- c. Quarterly exams may not count for more than 1 test grade.
- d. Quarterly Test Corrections may not count as a separate assignment or test grade. Quarterly Test Corrections, extra assignments, and attendance at tutoring may be used to boost existing exam grades for extra credit.

2) Projects: Will account for no more than 25%-30% of a grade.

- a. Must give more than 1 project per quarter.
- b. Projects may include common core tasks and writing assignments.
- c. Castle Learning, Achieve/Empower 3000, and Science Labs are not considered projects.

3) Science Labs: Labs will count for no more than 10% of the grade.

4) Classwork/Participation: Will account for no more than 15%-20% of their grade. Participation rubric should clearly identify how students will earn points. Please note that non-mastery factors, such as attendance and behavior, cannot be a major factor.

- a. Classwork means: Completion of assigned tasks, engagement, and note-taking as evident by entries in student's notebook.

Example: *You may not at the end of a term give an overall assessment of student participation based on your memory. For example, John raised his hand often and therefore receives a 100. Tom was late a few days and was generally quiet, therefore earning a 65. This is too subjective. Instead, participation must be based on evidence of collected work or a daily participation rubric. For example, each time a student contributes positively to a class discussion, the teacher records a bonus point in her grade book.*

5) Homework: Will account for no more than 10%-15% of a student's grade.

- a. Homework assignments are based on evaluation and grading student assignment/work based on the accuracy of the answers provided. The teacher grades assignments on the understanding, skills, and knowledge demonstrated by the student. This is evidence of

grading for mastery because the teacher is able to assess the student's knowledge and skills at a given point in time.

- b. Homework should be graded and returned to students in a timely manner.
- c. Achieve/Empower 3000 may not count for more than 5% of homework.
- d. **Castle Learning/Regents Packets:** May not account for more than 10% of a student's grade.

Core Grading Policy Chart (e.g., based on Domains 1-4 above). Each department has its own grading policy within the following ranges.

Test/Quizzes/Test Corrections	35%-40%
Projects	25%-30%
Science Labs	No more than 10%
Classwork/Participation	15%-20%
Homework	10%-15%
Castle Learning/Regents Packets	No more than 10%

Regents Exams:

- 1) Once grades are finalized, a grade change form must be submitted to change a grade and be approved by an Administrator.
 - a. All students enrolled in regent's classes must take the 2nd or 4th marking period quarterly exam and the culminating Regents exam for the course (January and/or June). The teacher must use the higher of these two scores. **Quarterly exams may not count as two exam grades.**
 - b. Regents are not included in the calculation of final grades.
 - c. If a student passes the Regents but failed the courses in a particular subject area, the student must retake the failed course.
 - d. During examinations, the NYSED Electronic Policy/Mandate must be implemented including no electronic devices. Students in violation of this policy will have their exam invalidated.

Grading and Awarding Credits:

- 1) Grades show students' progress throughout the course.
- 2) There is 1 Term and 4 marking periods. Report cards are issued at the end of each marking period. Credit for each course is awarded at the end of the year.
- 3) All faculty members must maintain grade records in Skedula containing the grades of exams, quizzes, homework assignments, participation, etc. which went into the development of the grade given each marking period. Documentation, which forms the basis for grades will be kept on file for a minimum of one year and must be available to supervisory personnel.
- 4) Skedula Gradebook **MUST** be updated weekly.
- 5) Honor Classes, AP classes, and College Level Classes are weighted. Physical Education courses are not incorporated into a student's GPA.
- 6) Pull-Out SETTS is not credit bearing.

Grades and Comments:

- 1) A grade of 65-100 indicates the student is passing. A grade of 55%-64% indicates the student is failing. A grade of 45% is only permitted for LTA's (i.e., Student has never shown up for you class).

- 2) Please note that a student can earn a passing grade if the student has poor attendance, but is still passing the class due to submitting assignments and passing tests, quizzes, and projects.
- 3) Single digit grades are permitted in Quarters 1-3 from 60%-100%. Below 60 is in increments of 5, with the lowest grade being a 55. **No grades of 61%, 62% 63%, 64% are permitted 4th Quarter and/or final grade.**
- 4) **No Show:** A grade of “NS” is given to a student who fails to attend a course and does not participate in any of the work from which a grade can be derived. “NS” has a pass/fail equivalent of fail and a default numeric equivalent of 45%.
- 5) **Late Entry:** A grade of “NL” is given to students who are placed in a course after it has started, may have missed assignments or assessments needed to generate a complete course grade for a given marking period. “NL” does not have a pass/fail or numeric equivalent. Students who receive a mark “NL” must successfully complete remaining course requirements by the end of the 4th Quarter following the termination of the course in order to receive a final grade and credit, as applicable.
- 6) **Final Grades:** Per DOE Academic policy, teachers must use the marking period grades on the report card to compute the final average. Teachers must correct any errors in a timely manner. Failure to do so may result in a principal override after written notification to individual teachers.

Extensions on Student Assignments:

- 1) In accordance with DOE policy, we believe in the importance of providing students with frequent opportunities to complete missed or incomplete assignments/instruction prior to, and at the end of each marking period.
- 2) Teachers will manage incomplete, late, or missing assignments due to unexcused absences (including science labs) by applying point penalties (no more than 3 points per day out of a score of 100, **this proportion must be applied to all assignments**. For example, you cannot take off 3 points out of total score of 50, it would be 1.5 points per day in proportion), as per supervisory approval. Students may have no less than 1 week to complete an assignment (for an excused absence without penalty) and no more than 4 weeks to hand in an assignment after the marking period has concluded. **Holidays and weekends should not count negatively toward the late policy.**
- 3) If a student is absent the deadline for extension must be extended by the number of days the students is out due to illness, suspension, etc.

Accountability Strategies-Apply Multiple Domains:

1. Call home
2. Frequent progress reports
3. Pull-Out tutoring (lunch learners)
4. Small group tutoring lessons after school
5. Grading rubrics-used as a scoring tool that defines the criteria for what counts
6. Intervention programs (Achieve 3000)
7. Conferencing
8. Contact Special Education Coordinator
9. Contact Guidance Counselors
10. Contact Dean

11. Contact AP's
12. Contact Principal

For each quarter, teachers must maintain anecdotal logs of parent contact for students in danger of failing/failed. Teachers must communicate with parents/guardians via email and phone on a weekly basis. A letter home may be used in addition to phone calls home but is not a replacement. Teachers must also provide weekly progress reports for any student/parent who is in danger of failing/failed.

Rigorous Academic Approaches

- 1) A school-wide goal at Goddard is for every student to work towards earning an Advanced Regents Diploma. Four years of math, four years of science and 3 years of foreign language are required for most four year colleges.
- 2) We provide all students with the opportunity to take advanced courses, such as AP classes, and college level classes to prepare them for a 4-year college degree. If a student takes an AP course they must take the AP exam. Students who are enrolled in an AP course will not be permitted to drop the course except for academic reasons and per principal approval.
- 3) Students and parents are provided with a course syllabi at the beginning of every year for every class they are enrolled in. Syllabi must be aligned to the RGHS grading policy.