



THE HAMILTON GRANGE SCHOOL

Grading Policy School Year 2017-18

At Hamilton Grange Middle School we maintain a fair grading policy, accurately reflecting each individual student's achievement efforts based on the NYS Common Core Learning Standards. Each grade measures competency in course content by tracking students' academic progress and classroom performance.

Grades reflect a combination of classwork, homework, projects, papers, examinations, and participation in each subject area. Absence and excessive lateness may contribute to lower grades or course failure since they often result in a student's inability to participate in lessons and achieve full competency in course material.

To maintain consistency and provide transparency to students and their parents, the chart below fully explains how a grade is determined:

<u>Tests and Quizzes (30%)</u>	<u>Performance Assessments (30%)</u>	<u>Classroom Standards (25%)</u>	<u>Outside Work (15%)</u>
I. Unit Exams II. Weekly Quizzes III. Exit Tickets	I. Portfolio Assessments II. Argumentative Writing Essays III. Projects IV. Presentations V. Research Papers and Other Writing	I. Class Participation II. Class Discussions III. Classwork IV. Journals V. Notebook	I. Homework II. Reading Logs

1. Tests and Quizzes: (30%)

A minimum of four (6) measures (from among unit exams, weekly quizzes, exit tickets, etc.) are required for all students in each class during each grading period. All examinations will be aligned with the NYS Common Core Learning Standards and will be returned to students with constructive feedback and/or reflective questions to guide students in improving their understanding. These assessments inform instruction, helping teachers prepare students for the next day's lesson; reinforce former lessons taught, and develop critical thinking skills.

All teachers will afford students the opportunity to retake any quiz or exam. Students scoring less than 80% on a quiz or exam must stay at lunch, after school, or on Saturday to relearn the material and take the exam again until they score at least 80%.

2. Performance Assessments: (30%)

Portfolio assessments including projects, presentations and extended writing pieces are an essential way for teachers to gauge students' understanding of content and skills over the course of an entire unit of study.

3. Classroom Standards: (25%)

Classroom participation is determined by the quality and frequency of performance in class activities, including: written and oral assignments, presentations, journals, notebooks, as well as participation in group and individual activities, exercises, discussions, and projects in the class. Teachers must be transparent on the measures used to determine participation grades.

4. Outside Work: (15%)

Reading logs are an important means of tracking the amount of independent reading that students are completing outside of school. Homework can include reading logs, or other assignments that reinforce learning which has already been mastered in the classroom.

The specific weight given to each of the aforementioned components will contribute to the determination of students' final grades. Below is the grading system and numeric equivalents used by the Hamilton Grange Middle School:

GRADES	NUMERIC EQUIVALENT	PASS / FAIL EQUIVALENT
65-100	65-100	PASS
55	55	FAIL
NS (No Credit/No Show)	45	FAIL
NX* (No Credit/Incomplete)	N/A	NULL
NL* (New / Recent Admit)	N/A	NULL

**** NX and NL are not permanent final grades. These are considered place-holders and can only be given to a student with approval from an administrator.***

Late Work and Make-up Assignments

Each grade is required to have a uniform late policy for submission of assignments that all department members will follow consistently. Late work is accepted as long as it is turned in a minimum of two weeks before the end of a grading period.

Timeline of Student Grades:

Hamilton Grange Middle School issues report cards four times a year, with the final grade given on the last report card issued. At the conclusion of each year, final grades are entered onto students' middle school transcripts and serve as the permanent grade on record for that particular course.

Appealing a Final Grade

To appeal a teacher's final grade, students/parents must present all documentation to the teacher to argue their case. If the teacher denies the appeal to change the final grade, the student/parent may appeal to the principal who will make a

determination for the final grade based on evidence provided by both the teacher and the student/parent. If the principal should decide to change students' final grades based on evidence provided, the principal will provide a written notice and rationale of the change to the teacher, in accordance with UFT agreement.

Timeline for Changing a Grade

A teacher may also change a student's grade up to 20 days after a marking period has ended for legitimate verifiable reasons such as a miscalculation or student submission of make-up assignments. These changes can be completed during these 20 days on the NYC Department of Education STARS system. After these 20 days, teachers must submit a 'Change of Grade' request form with appropriate documentation to support the grade change. After reviewing the documentation, the Principal may or may not approve the change.

Academic Intervention Services:

These support services are available to all students throughout the school year. Students at-risk of failing classes are encouraged to attend tutoring sessions offered by each department during lunch, after school, on Saturdays, and during the month of July.

Opportunities to Discuss Student Progress:

In addition to the two Chancellor's conference days, parent-teacher conferences will take place twice a year (fall and spring). Teachers, counselors and supervisors can also be reached via email to discuss student progress anytime outside the scheduled conferences. Please allow school staff 48 hours to respond to requests.

Promotion Decisions

Promotion decisions are made using multiple measures of student performance throughout the course of the school year and standardized State exams. If a student's promotion to the next grade is in jeopardy at the end of the school year, the main opportunity to make up the coursework is during summer school. For these students, failure to attend summer school may result in retention at the same grade level the following school year.