

P.S. 384 – Hunters Point Elementary School
1-35 57th Avenue, Long Island City, NY 11101 • www.ps384q.org • 718-391-4667
Christine M. Britton, Founding Principal

P.S. 384 Grading Policy 2023-24

At P.S. 384, we have high expectations for teaching and learning as a means to ensure that students achieve at the highest level. Formal and informal assessments are used to plan for instruction that challenge and support all learners. Knowing all of our students in a variety of ways is a priority in order to best impact their achievement and growth.

Our grading policy serves the following purposes throughout the school year:

- To demonstrate students' understanding of content and skills, and their ability to apply strategies
- Reveal areas of strength (for challenge) and growth (for support)
- Inform teaching
- Influence promotional decisions

Please note that while the policy supports high leverage areas for student achievement, it also allows for our students to explore concepts, pose solutions, and develop a growth mindset.

Report Cards – November, March, and June

Report cards will be distributed at the end of each marking period during Parent Teacher Conferences (March and June). Please note that when you receive your child's report card in June, the final grade is not an average of scores, but will be the same as the 3rd marking period.

Ongoing Reports of Student Progress

Students in Kindergarten through Grade 2 (K-2) will receive a Parent Report three times a year with the results of their Acadience Reading assessment. The Parent Report includes a section on 'Understanding the Assessments' to help you interpret the report.

Students in Grades 3-5 will receive a Parent Letter three times a year with information about which level book is 'just right', as well as which skills can be practiced to continue their reading growth. The expected benchmarks across the year are found in a chart below the 'Reading' section. Additional information will be shared dependent on the child's grade level and communication will vary in frequency and format.

In addition, when your child's reading level is assessed throughout the school year, you will receive information about which level book is 'just right', as well as which skills can be practiced to move to the next level. The benchmarks across the year are found in a chart below the 'Reading' section. Additional information will be shared dependent on the child's grade level, and communication will vary in frequency and format.

Please note that we use iReady assessments to inform instruction and monitor progress. These are not used to determine a student's grades.

Grades

Grades are determined holistically as a mastery of learning aligned to grade level standards. A completed mastery of grade-level standards is expected by the end of the school year. Standards are introduced and revisited at varying points throughout the school year. A combination of classwork, work products, assessments, projects, and other activities are used to demonstrate understanding within a unit of study.

Course Marks:

E – Excellent	Exceeds Standards	93%-100%
G – Good	Above Standards	83%-92%
S – Satisfactory	Meets Standards	73%-82%
N – Needs Improvement	Approaching Standards	61%-72%
U – Unsatisfactory	Below Standards	0%-60%

Promotion

Students who are performing below grade level standard in Reading, Writing, or Math are considered Promotion in Doubt (PID). As per NYCDOE policy, parents will be notified in January/February if their child is in danger of not being promoted to the next grade level. Families of students identified as PID will receive a letter indicating the areas of concern, along with a recommendation to schedule an appointment to meet with their child’s teacher. Teachers will meet families to discuss next steps and intervention to support promotion. This may include interventions (RtI/MTSS), additional practice, additional programming, methods to improve attendance, and/or additional collaboration between the teacher and family. Multiple measures will be used to determine promotion eligibility, which will also include attendance. Final promotional decisions will be made in June. Please note that we operate under the assumption that all children will be promoted unless the family is otherwise notified.

Overview

For each subject area, report card grades reflect student understanding of grade-level concepts and skills. Across the curriculum, understanding is measured by assessment systems aligned to relevant grade-level Next Generation Learning Standards and reflect our school’s performance outcomes.


Reading

Student mastery is measured by:

Grades K-2: ‘Overall ELA’ – Acadience Reading (Reading Composite Score)

Grades 3-5: ‘Overall ELA’ – Teachers College Reading and Writing Project Running Records aligned to TCRWP Benchmarks, HMH End of Unit Module Assessments

Demonstrated use of strategies throughout the unit independent work, small group work, conferences, classroom discussion

Assessments  Letter-Sound Recognition, Phonics, Phonological Awareness, Reading Behaviors

**Grades K-2 Benchmarks
Learning to Read**

September-November	January-March	June
<p>Kindergarten: Acadience Reading Composite Score Above=38+ At=26-37 Below=13-25 Well Below=0-12</p> <p>*Expected to correctly name uppercase and lowercase letters *Expected to hear the first sound of a word (jump starts with /j/)</p>	<p>Kindergarten: Acadience Reading Composite Score Above=156+ At=122-155 Below=85-121 Well Below=0-84</p> <p>*Expected to correctly identify letter-sound relationships for consonants and short vowels *Expected to hear all sounds in a word (jump has /j/ /u/ /m/ /p/)</p>	<p>Kindergarten: Acadience Reading Composite Score Above=152+ At=119-151 Below=89-118 Well Below=0-88</p> <p>*Expected to hear all sounds in a word (jump has /j/ /u/ /m/ /p/) *Expected to correctly identify letter-sound relationships for consonants and short vowels</p>

<p>Grade 1: Acadience Reading Composite Score Above=129+ At=113-128 Below=97-112 Well Below=0-96</p> <p>*Expected to hear all sounds in a word (jump has /j/ /u/ /m/ /p/) *Expected to correctly identify letter-sound relationships for consonants and short vowels *Expected to be able to decode words with consonant-vowel-consonant pattern (i.e., cat, mop, tin)</p>	<p>Grade 1: Acadience Reading Composite Score Above=177+ At=130-176 Below=100-129 Well Below=0-99</p> <p>Reading Level Above=I or above Meets=G/H Approaching=E/F Below=D or below</p> <p>*Expected to correctly identify letter-sound relationships for consonants and short vowels *Expected to be able to decode words with consonant-vowel-consonant pattern (i.e., cat, mop, tin) *Expected to read a benchmark passage with accuracy, fluency, and comprehension</p>	<p>Grade 1: Acadience Reading Composite Score Above=208+ At=155-207 Below=111-154 Well Below=0-110</p> <p>Reading Level Above=L or above Meets=I/J/K Approaching=G/H Below=F or below</p> <p>*Expected to correctly identify letter-sound relationships for consonants and short vowels *Expected to be able to decode words with consonant-vowel-consonant pattern (i.e., cat, mop, tin) *Expected to read a benchmark passage with accuracy, fluency, and comprehension to retell</p>
<p>Grade 2: Acadience Reading Composite Score Above=202+ At=141-201 Below=109-140 Well Below=0-108</p> <p>Reading Level Above=L or above Meets=I/J/K Approaching=G/H Below=F or below</p> <p>*Expected to correctly identify letter-sound relationships for consonants and short vowels *Expected to be able to decode words with consonant-vowel-consonant pattern (i.e., cat, mop, tin) *Expected to read a benchmark passage with accuracy, fluency, and comprehension to retell</p>	<p>Grade 2: Acadience Reading Composite Score Above=256+ At=190-255 Below=145-189 Well Below=0-144</p> <p>Reading Level Above=M or above Meets=K/L Approaching=I/J Below=H or below</p> <p>*Expected to read a benchmark passage with accuracy, fluency, and comprehension to retell</p>	<p>Grade 2: Acadience Reading Composite Score Above=287+ At=238-286 Below=180-237 Well Below=0-179</p> <p>Reading Level Above=N or above Meets=M Approaching=K/L Below=J or below</p> <p>*Expected to read a benchmark passage with accuracy, fluency, and comprehension to retell</p>

*Please note we use decodable readers that follow beginning phonics patterns as we learn to read. These decodable readers are used primarily in kindergarten and should be mastered by the middle of first grade. Our decodable readers follow the Foundations sequence of concepts as outlined below:

- Pre-Readers (Letter-Sound Relationship)
- Consonant-Vowel-Consonant Readers (i.e., mop, pig, tin)
- Digraph Readers (i.e., ship, chin, thick)
- Simple Weld Readers (i.e., ball, ham, tan)
- Suffix -s Readers (i.e., bats, logs)
- Glued Sound Readers (i.e., bank, thing, honk)
- Consonant Blend or Digraph Blend Readers (i.e., clip, shrink, truck)

Running Record Benchmarks

Reading to Learn

SEPTEMBER	NOVEMBER	JANUARY	MARCH	JUNE
Grade 3: Above=N or above Meets=M Approaching=K/L Below=J or below	Grade 3: Above=O or above Meets=N Approaching=L/M Below=K or below	Grade 3: Above=P or above Meets=O Approaching=M/N Below=L or below	Grade 3: Above=P or above Meets=O Approaching=N Below=M or below	Grade 3: Above=Q or above Meets=P Approaching=O Below=N or below
Grade 4: Above=Q or above Meets=P Approaching=O Below=N or below	Grade 4: Above=S or above Meets=Q/R Approaching=O/P Below=N or below	Grade 4: Above=S or above Meets=Q/R Approaching=P Below=O or below	Grade 4: Above=T or above Meets=R/S Approaching=P/Q Below=O or below	Grade 4: Above=T or above Meets=S Approaching=Q/R Below=P or below
Grade 5: Above=T or above Meets=S Approaching=Q/R Below=P or below	Grade 5: Above=U or above Meets=T Approaching=R/S Below=Q or below	Grade 5: Above=V or above Meets=T/U Approaching=S Below=R or below	Grade 5: Above=V or above Meets=U Approaching=S/T Below=R or below	Grade 5: Above=W or above Meets=U/V Approaching=T Below=S or below

*Please note we institute a ceiling on reading levels as some levels of content may exceed beyond a child's developmental level and comprehension (topics, humor, etc.) We can continue to read widely across many different genres and kinds of books!

Writing

Student mastery is demonstrated in published pieces and post-instruction independent work as measured by:
 HMH Into Reading rubrics for Narrative, Informational, and Opinion Writing
 Demonstrated use of strategies throughout the unit 📖 independent work, small group work, conferences, classroom discussion.

Mathematics

Student mastery is measured by:
 MARS Performance Tasks
 enVisions Placement Tests
 Demonstrated use of strategies throughout the enVisions unit 📖 independent work, small group work, conferences, classroom discussion, Number Talks, Solve and Share.

Social Studies

Student mastery is measured by performance in:
 Passport for Social Studies assignments, projects, pre/mid/post assessments, and additional collaborative work.

Science

Student mastery is measured by performance in:
 Amplify Critical Junctures, Amplify Benchmark Assessments (Grade 3 & up), application of skills to science activities, student work products, quizzes, and additional collaborative work.

Physical Education

Student mastery is measured by:
 Teacher rubrics and checklists to assess student performance in application of skills, participation, and student work products by unit of study.

Health

Student mastery is measured by:
 Teacher rubrics and checklists to assess student performance in work products, quizzes, and additional collaborative work by unit of study.

Visual Art

Student mastery is measured by:

Teacher rubrics, checklists, and observations of student perseverance, performance and attempt in application of skills, participation, and student work products and reflection by unit of study.

Technology / STEM

Student mastery is measured by:

Teacher rubrics, checklists, and observations of student perseverance, performance and attempt in application of skills, participation, and student work products and reflection by unit of study.

Music

Student mastery is measured by:

Teacher rubrics, checklists, and observations of student perseverance, performance and attempt in application of skills, participation, and student work products and reflection by unit of study.

Listening, Speaking, and Language

Student mastery is measured by:

Teacher assessment of student performance in application of skills, participation in class discussions, and language usage across content areas.

Academic and Personal Behaviors

Student mastery is measured by:

Teacher assessment of student behaviors that reflect classroom expectations and age-appropriate behaviors in how students monitor and prepare for their learning.