



The Mary D. Carter IB World School
The Magnet School of Global Communication and Foreign Language
Public School 151 Queens
50-05 31st Avenue · Woodside, New York 11377
(718)728-2676 · Fax (718)545-2028



Dr. Samantha B. Maisonet
Principal

Anthony Bentivegna
Assistant Principal

Maria Psaradakis
Assistant Principal

Naida Ryans
Parent Coordinator

P.S 151Q Academic Grading Policy **A Philosophy And A Purpose:**

In June 2014, the Department of Education approved Chancellor's Regulation A-501, a promotional policy with clearly defined promotion standards for grades K-12 which establishes systemwide standards for each of these grades. It supersedes A-501 dated July 18, 2012. The full text of this policy is available online at schools.nyc.gov.

Students are responsible for meeting the multiple grading criteria for each subject area. A student's final year-end grade will be an average of all grades.

The P.S. 151Q Grading Policy is designed to capture and communicate student achievement in a fair and accurate manner. Our policies are designed to instill consistency among colleagues, while preserving flexibility and professional judgment. Finally, these guidelines are designed to ensure that grades are transparent to all students, staff, and families. The purpose of grading at P.S. 151Q is to provide feedback around Common Core / New York State standards based, academic achievement. We always grade in a developmentally appropriate manner that conveys high expectations. The following guidelines will help ensure that we grade with our students' best interests in mind.



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Ingredients of Academic Grades

Student report card grades for each trimester will be based on the following criteria:

Areas of Assessment	Summative Assessment Types	Formative Assessment Types	Homework
	45% of grade Minimum of 3 per marking period	45% of grade Minimum of 10 per marking period	One type of formative assessment, which will account for 10% of the student's overall grade
Academic Classes ELA Math Science Social Studies	Chapter Tests Unit Tests Projects Published pieces of Writing Based on CCLS	Daily class work Daily or weekly quizzes Investigations Exit slips Journal entries Mini projects	Independent practice completed outside of the regular class period
Performance-Based Classes Physical Education Music Art Spanish	Application of skills through: Performances Projects Tests Presentations Final Exams	Products produced through understanding of concepts and performances: Mini projects Quizzes Written responses	Independent practice completed outside of the regular class period



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Non-Academic Factors

Teachers will have the opportunity to provide qualitative feedback on such factors as effort, attendance, participation, and behavior in the teacher comment section of the student report card.

Late/Missing Work

Late or missing assignments will be recorded as incomplete until they are completed. Students will be given multiple opportunities to turn in late or missing assignments. If missing assignments are not turned in, zeroes will not be utilized (see non-negotiable section).

Retakes, Revisions, and Extra Credit

Teachers will provide students with opportunities to redo/retake summative assessments. Teacher discretion will be used to ensure students demonstrate new knowledge when adjusting grades. For example, teachers may choose to create a new format for a retake exam, or give the same question in a different order, etc. In the case of a student retaking a test, the higher grade shall be recorded--not an average of the original grade and the retake. Teachers will meet with the student and/or perform an item analysis to reflect on original test responses. Extra credit will not be given solely to raise poor grades. The work that was originally assigned will be done over after feedback is provided. If a student is performing below standards, s/he will not be given the opportunity to “artificially inflate” their grade. Grades will reflect learning against a standard.

Homework

The parents, teachers, and administrators of P.S. 151Q believe that homework is and should be an essential part of a student’s academic life. This philosophy should be supported both in school and at home. To ensure a successful school experience, the teacher, the student and the parent must share homework responsibility. Homework reviews the work that was taught in the classroom and gives the student the opportunity to evaluate his/her knowledge of the subject matter and then to request help if necessary. Homework will be thoughtful and strategic in nature. Assignments will be given for a variety of purposes, including activating prior knowledge, reflection, skill based drills, spiraling to maintain previously learned material, etc. Any homework given will supplement classwork, not drive the next day’s lesson. Continued support of this homework policy will help to promote an appropriate educational climate for your child.

Teachers will give daily assignments of appropriate complexity and duration, related to the skills needed to master each subject. Teachers will also:

- Check homework daily.
- Include homework as student assessment.



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Students will complete their homework every day. Students will also:

- Copy homework into an official student planner.
- Complete all assignments on time.
- When absent, make up missed assignments in a timely manner.

Parents are responsible for checking their child's homework planner every night. If the teacher writes a note in your child's planner, please respond in a timely manner. We ask all parents to:

- Support our homework policy
- Assist and review homework assignments daily
- Use the homework planner on a daily basis to communicate with the teacher by signing or writing notes in the planner
- Attend Parent/Teacher Conferences to speak with the teacher about their academic progress

Academic Grading Policy (Non-Negotiable)

- All grading will be criterion-referenced, based on subject-specific NYS and CCLS (ELA and Math). Grades will be used to compare students to their own earlier performance, not to each other.
- Teachers will not utilize zeroes at any time when calculating grades. In the case of missing work, teachers will record a 55%.
- Homework is one example of a formative assessment and will count for 10% in an overall grade.
- Academic grades will never be utilized to rate students' behavior. Separate grades will be given for conduct.
- All students with IEPs will be provided with both accommodations and modifications to allow the student full and fair access to the curriculum according to academic needs.

Promotional Criteria

All students in Pre-kindergarten through Grade 5 will meet or exceed rigorous academic standards in a performance-based core curriculum. **Chancellors' Regulation A-501 establishes standard promotional criteria for:**

- English proficient general education students.
- English Language Learners who are enrolled for four or more years without an extension.
- Students with disabilities receiving special education services who participate in State and Citywide assessments and whose Individualized Education Program (IEPs) specifically adopt this regulation's promotion standards rather than specify a modified promotion standard.



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Kindergarten to Grade Two

All aspects of a student's record, including evidence that student work demonstrates progress towards meeting the Common Core / New York State Learning Standards for English Language Arts and Mathematics, will be reviewed periodically to ensure that students are moving toward the attainment of literacy and math skills and that appropriate support and intervention strategies are in place for those students whose progress is of concern. Parents will be informed and involved in the progress of their child's literacy development and be offered opportunities for participation in classroom activities and homework assistance. In the event that promotion may be considered not to be in a child's best interest, parents will be notified and actively involved in reaching the decision of whether to promote or retain their child. Promotion decisions for students in kindergarten, including students with disabilities and English Language Learners ("ELLs"), will be made by the principal in consultation with the child's teacher and parent. Promotion decisions for students in grade 1 and grade 2, including students with disabilities and ELLs, will be made by the principal.

Grades Three through Five

The decision to promote or retain a student may not be based on consideration of a sole criterion.

All students will meet or exceed the promotion standards established in order to be promoted to the next grade or to graduate and, ultimately, be prepared to meet more demanding graduation requirements. The entire school community will be engaged, continuously, in creating and supporting effective strategies for improved student achievement.

Parents must be active partners in the education of their children. The school will communicate with parents as to what students must know and the level at which students must perform in order to meet the promotion standards. Parents will be offered opportunities to participate in parent meetings and workshops, to discuss the work and progress of their children, and to play a role in their child's academic success. An ongoing communication process will be utilized so that parents will know if and when specific interventions and/or alternative instruction are needed.

Students will work toward accomplishing the learning goals set for them and will, as necessary, bring their work up to standard through their own efforts on the basis of informed feedback from their teachers and by the use of available resources. Students will engage in class work, homework, and all learning activities required to meet academically rigorous and challenging content and performance standards. Students will maintain a goal of at least 90% attendance.

Promotion In Doubt

Parents of students whose promotion is in doubt will be informed by periodic reports to parents and letters throughout the school year. Alternative educational plans must be approved by the administration and agreed to by students, parents and teachers.



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Report Card Grades

The Report to Families is Standards Based and all students will receive grades based on traditional evaluation as well as grades based on performance levels. The numerical indicator aligned with the performance standard will be the determining grade for the term. Academic and Personal Behaviors are rated separately as:

- 4 – Always**
- 3 - Usually**
- 2 – Sometimes**
- 1 – Rarely**

The performance levels indicate how your child is progressing toward achieving the standards at the end of the school year. Your child's work and learning behaviors will be evaluated using the following numerical indicators:

- ME= 95-100%= Exceeding grade-level standards**
- MA= 85-94%= Above grade-level standards**
- MT= 75-84%= Meeting grade-level standards**
- MP= 65-74%= Approaching grade-level standards**
- MB= 64% or below= Below standards**

Monthly Student Academic Goals

Goals will be written in student homework planners by teachers and students on a monthly basis in all subject areas. We ask parents to:

- Read and discuss these goals with their children
- Acknowledge that you read these goals by signing them on a monthly basis
- Use these goals to communicate with your child's teacher on progress being made towards academic achievement.