P.S. 384

Grading Policy 2026-27

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 (November, 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. In math, parents will receive a Parent Letter three times a year with information about the results of their iReady assessments in Math, as well as which skills can be practiced to continue their reading growth.

Students in Grades 3-6 will receive a Parent Letter three times a year with information about the results of their iReady assessments in both Reading and Math, as well as which skills can be practiced to continue their reading growth.

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:

4	Excels In Standards
3	Proficient - Meets Standards
2	Below Standards
1	Well Below Standards

Promotion

Students who are performing below standards 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. 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

Grades K-2:

- Letter-Sound Recognition, Oral Reading Fluency, Phonics, Phonological Awareness, Reading Behaviors
- HMH End of Unit Module Assessments
- Demonstrated use of strategies throughout the unit, independent work, small group work, conferences, classroom discussion.

Grades 3-6:

- Synthesis of Early Literacy Skills, Reading Comprehension, Response to Reading
- HMH End of Unit Module Assessments
- Demonstrated use of strategies throughout the unit, independent work, small group work, conferences, classroom discussion.

Writing

- 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

- MARS Performance Tasks, enVisions Placement Tests (K-5), Amplify Desmos Placement Tests (6)
- Demonstrated use of strategies throughout the enVisions and/or Amplify Desmos unit, independent work, small group work, conferences, classroom discussion, Number Talks, Solve and Share.

Social Studies

- Passport for Social Studies assignments, projects, pre/mid/post assessments, and additional collaborative work.

Science

- 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

- Teacher rubrics and checklists to assess student performance in application of skills, participation, and student work products by unit of study.

Health

- Teacher rubrics and checklists to assess student performance in work products, quizzes, and additional collaborative work by unit of study.

Visual Art

- 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

- 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

- 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

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

Academic and Personal Behaviors

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