



## CITY SCHOOL DISTRICT OF ALBANY GRADING SYSTEMS

### **District-wide Policies**

Grading is considered a positive tool to indicate achievement and development in each class or subject in which a student is enrolled. The Board of Education recognizes that the classroom teacher has the primary responsibility to evaluate students and determine student grades.

Grading shall be based upon student improvement, achievement, and participation in classroom discussions and activities. Parents/guardians shall be provided a written report card at least four (4) times a year regarding their child's progress. The use of marks and symbols will be appropriately explained.

Grading shall not be used for disciplinary purposes, i.e., reducing grade for an unexcused absence, although a lower grade can be given for failure to complete assigned work or for lack of class participation.

All students are expected to complete the assigned class work and homework as directed. Students are also expected to participate meaningfully in class discussions and activities in order to receive course credit. If work is missed due to absence, the student is expected to make up the work. The student and/or the student's parent(s) or guardian(s) should discuss with the student's teacher an appropriate means of making up the missed work.

The professional judgment of the teacher shall be respected. Once a teacher assigns a grade to a student, the grade may only be changed by successful student completion of course requirements in an approved alternative setting or by the building principal or his/her designee after notification to the teacher of the reason for such change. Should the building principal or his/her designee enforce a grade change, he/she shall report the change to the Superintendent of Schools and/or the Board.

### **High School (9-12) Policies**

Departments will annually review and establish department grading guidelines by September 1<sup>st</sup> of each school year. A variance from this policy may be requested in writing and submitted to the Building Leadership Team as determined by Albany High School guidelines.

Teachers will develop a course syllabus including a grading policy that is consistent with this grading policy and Department guidelines. The syllabus will be available to students and parents by September 15 or the annual Open House, whichever occurs first.

Unless a variance is approved, courses will calculate quarterly grades with these parameters:

- 20% Formative Assessments: Formative assessment occurs during learning and provides feedback to the teacher and student to adjust instruction.
- 50% Summative Assessments: Summative assessment occurs after instruction and after students have had the opportunity to practice and learn.
- 10% Benchmark assessments if the Department provides a Benchmark
- 20% Department Discretion (30% if there is no Department Benchmark assessment)
- Homework should not be a separate category but rather particular homework tasks should be part of formative assessment while others should be part of summative assessment as determined by Departments. In all situations the teacher shall provide feedback to the student for the homework done.
- The Building Leadership Team will provide guidance to departments, students, parents and teachers

Each quarter grade must be calculated based on a minimum of 10 grades. For project based learning, different aspects of the project may be considered separate grades.

The minimum passing grade for all subjects is 65%. Each quarter grade must be a minimum of 50 for a full year course and a minimum of 40 for half-year course. For any current report card except for the year end final report card, a teacher may enter a grade of incomplete with a comment indicating that the actual grade is failing. The teacher will input the appropriate numerical grade for successive report cards.

All teachers will use the on-line grade book provided by the district as the official grade book for all grades given in a course.

Students participating in approved alternative settings including but not limited to Saturday Academy, extended day, night school, and/or computer assisted instruction, will have their previous grade replaced by a revised grade determined by Albany High School guidelines.

### **Middle School (6-8) Policies**

#### **Sixth grades in elementary schools will fall under Elementary Policies**

Departmental grading guidelines will be reviewed and established annually, prior to September 1<sup>st</sup> of each school year. A variance from this policy may be requested in writing and submitted to the Middle Level Education Leadership Team as determined by said team's guidelines.

Teachers will develop a course syllabus including a grading policy that is consistent with this grading policy and Departmental guidelines. The syllabus will be available to students and parents in hard copy and electronic (on-line) formats no later than September 15<sup>th</sup> of the current school year or the annual Open House (or its equivalent), whichever occurs first.

Unless a variance is applied for and approved, quarterly grades are to consist of and calculated within the following parameters:

- 20% Formative Assessments: Formative assessment occurs during learning and provides feedback to the teacher and student so as to effectively inform instruction and allow for adjustments in the instruction itself, as presented by the teacher.
- 50% Summative Assessments: Summative assessment occurs after instruction and after students have had the opportunity to practice and learn current material. It is when/where/how they will demonstrate proficiency or deficiency in the subject matter. There must be more than one major summative assessment per quarter.
- 10% Benchmark Assessments (if provided/administered by a Department) e.g. English Language Arts/Math ACUITY Intervals (or equivalent), Social Studies or Science Intervals.
- 20% Department Discretion (30% if there is no Department Benchmark assessment). Science courses containing a lab component of 20% will fit in this component category. At the Department's discretion, this 20% may be shared between formative and summative percentages.
- Homework should not be a separate grading category, but rather particular homework tasks may fall under the formative assessment category, while others may fall under the summative category, depending on their intended purpose and as determined by Departments. All assigned homework is to be evaluated and feedback provided to the student.
- Departments and the Building Leadership Team (BLT) will provide guidance to students, parents and teachers.

Each quarter grade must be calculated based on a minimum of ten (10) grades. For project based learning, different components of the project may be considered as separate grades

The minimum passing grade for all subjects is 65%. Each quarter grade must be a minimum of 50% for a full year course and a minimum of 40% for a half year course. For any current report card except for the year end final report card, a teacher may enter a grade of Incomplete with a comment indicating that the actual grade is failing and/or comments to properly inform students and parents of factors affecting students' grades, in an effort to encourage fulfillment of the current quarter's expectations. The teacher may input said minimum grade of 50% in successive marking periods due to the student failing to fulfill those expectations. The teacher will input the appropriate numerical grade for successive report cards.

All teachers will use the on-line grade book provided by the District as the official grade book for all grades recorded in a course.

Students participating in approved alternative instructional settings, including but not limited to the Middle School Alternative Program, Tutorial Opportunity Program for Students, extended day, Saturday program and/or computer assisted instruction, will have their previous grade replaced by a revised grade determined by the Middle Level Education Leadership Team guidelines.

## **Elementary Policies**

**There are currently no policies exclusive to elementary schools.**

Cross-ref: 5100, Attendance

Ref: Education Law §§3202; 3205 et seq.  
*Matter of Nathaniel D.*, 32 EDR 67 (1992)  
*Matter of Hegarty*, 31 EDR 232 (1992)  
*Matter of Shepard*, 31 EDR 315 (1992)  
*Matter of Handicapped Child*, 32 EDR 83 (1992)  
*Matter of Ackert*, 30 EDR 31 (1990)  
*Matter of Augustine*, 30 EDR 13 (1990)  
*Matter of Boylan*, 24 EDR 421 (1985)  
*Matter of Burns*, 29 EDR 103 (1989)  
*Matter of Chipman*, 10 EDR 224 (1971)  
*Matter of Dickershaid*, 26 EDR 112 (1986)  
*Matter of Fitchett-Delk*, 25 EDR 178 (1985)  
*Matter of Gibbons*, 22 EDR 134 (1982)  
*Matter of LaViolette*, 24 EDR 37 (1984)  
*Matter of MacWhinnie*, 20 EDR 145 (1980)  
*Matter of McClurkin*, 28 EDR 136 (1988)  
*Matter of Reid*, 65 Misc 2d 718 (1971)  
*Matter of Rivers*, 27 EDR 73 (1987)  
*Matter of Shamon*, 22 EDR 428 (1983)

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