



Robert H. Goddard High School
For Communication Arts and Technology
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2016-2017-GRADING POLICY:

RGHS APPROACH:

Student grades are a qualitative and quantitative score given to students as a measurement of individual learning. When students fail to meet academic standards we can reasonably conclude that there is a gap in their learning.

When educators are faced with struggling students who perform below grade level, they must diagnose the cause for their student's weak academic performance.

Ultimately, we need to ask WHY a particular student is not achieving success?

In other words, what is contributing to the student's failing grade?

Factors Contributing to low academic performance:

1) Poor Attendance:

- a. Physical ailment
- b. Problems at school or home
- c. Behavioral problems
- d. Learning disabilities

2) Lack of Motivation- *how can a teacher help them?*

- a. Teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. The teacher's behavior and teaching style, the structure of their course, the nature of the assignments and the informal interactions they have with students all have a large effect on student motivation. We may have heard the utterance, "*my students are so unmotivated!*" and the good news is that there's a lot that we can do to change that.

3) Learning Disabilities Explained:

- a. Low-level skills- "My student has weak reading skills"
- b. Learning disability- "I have read the IEP and it states that"

RGHS Equitable Grading Approaches:

Domains:

- 1) We believe our grading policy should **be fair and varied (Projects, Tests, Quizzes, Participation, Classwork, Homework, etc.)**. *In order to be equitable, there must be an assignment for each of the domains at the end of the marking period when calculating student grades.*
- 2) **Test/Quizzes:** Will account for no more than 40% of a grade.
- 3) **Projects:** Will account for no more than 30% of a grade.
- 4) **Participation/Classwork:** Will account for no more than 20% of their grade. Participation rubric should clearly identify how students will earn points. Please note that non-mastery factors, such as attendance and behavior, cannot be the major factor of the participation and classwork domain.

You may not at the end of a term give an overall assessment of student participation based on your memory. For example, John raised his hand often and therefore receives a 100. Tom was late a few days and was generally quiet, therefore earning a 65. This is too subjective. Instead, participation must be based on evidence of collected work or a daily participation rubric. For example, each time a student contributes positively to a class discussion, the teacher records a bonus point in her grade book.

- 5) **Homework:** Will account for no more than 15% of a student's grade.
- 6) **Science Classes:** Labs will count for no more than 20%.

Regents Exams:

- 7) Students must take the 4th marking period quarterly exam and the culminating Regents exam for the course. The teacher must use the higher of these two scores if a student's average for 4th marking period is between a 55-64.

Extensions on Student Assignments:

- 8) In accordance with DOE policy, we believe in the importance of providing students with frequent opportunities to complete missed or incomplete assignments/instruction prior to, and at the end of each marking period.
- 9) Teachers will manage incomplete, late, or missing assignments (including science labs) for domains 1-6 by applying point penalties (no more than 3 points per day), as per supervisory approval. Students may have no less than 1 week to complete an assignment and no more than 4 weeks to hand in an assignment after the marking period has concluded.

Accountability Strategies:

1. Call home
2. Frequent progress reports
3. Pull-Out tutoring (lunch learners)
4. Small group tutoring lessons after school
5. Grading rubrics-used as a scoring tool that defines the criteria for what counts
6. Intervention programs (Achieve 3000)
7. Conferencing
8. Contact Special Education Coordinator
9. Contact Guidance Counselors
10. Contact Dean
11. Contact AP's
12. Contact Principal

Academic Approaches:

- 1) A school-wide goal at Goddard is for every student to work towards earning an Advanced Regents Diploma. Four years of math, four years of science and 3 years of foreign language are required for most four year colleges.
- 2) We provide students with the opportunities to take advanced courses such as AP classes and college level classes to prepare them for a 4-year degree.
- 3) Students are provided with course syllabi at the beginning of every year for every class they take.
- 4) Marking period grades of a 45% may only be given to students who are long terms absences. Please note, long term absences are students who have NEVER shown up to class for the entire marking period.
- 5) Programming changes are made on a case by case basis and is always done in the best interests of the child in accordance with DOE policy and Goddard's Vision.