

GRADING SYSTEMS

The Yonkers City School District Board of Education is committed to the success of all District students and to achieving the goal of ensuring that students are ready for college, career, and/or adult life. In an effort to accomplish this, the Board aspires to provide an equitable educational experience to all students.

The Board expects grading to be used as a positive tool to indicate and measure growth, achievement, and development in each class or subject in which a student is enrolled. Grading shall not be used for disciplinary purposes (i.e., reducing a student's grade for an unexcused absence), although failure to complete assigned work, lack of class participation, or a student's misconduct that is directly related to his/her academic performance (e.g., plagiarism, cheating) may be reflected in the student's grade.

The District will use a uniform grading system appropriate for elementary and secondary students. Administration shall ensure that any grading policies specific to the school, department, and/or subject/class are aligned with the District policy. Classroom teachers will evaluate students and assign grades in accordance with the District's established system for the particular grade level.

Grading will be based, in part, upon student improvement, achievement, and participation in classroom discussions and activities. All marking period grades should incorporate information from a variety of different formative and summative assessments including quarterly assessments, classwork, homework, projects, performance, debate, exhibition, and/or other activities approved by the building principal. Teachers are encouraged to utilize web-based applications to assess and/or evaluate student knowledge.

Report cards and interim progress reports are designed to offer valuable information regarding a students' progress throughout the school year. The Board considers such reports to be tools to facilitate dialogue between parent(s) and/or person(s) in parental relation and teachers and/or administrators regarding a student's academic performance. Such dialogue is necessary in order to ensure the success of all District students including, but is not limited to, increasing student attendance, improving academic outcomes, and fostering college, career, and civic readiness. Parent(s) and/or person(s) in parental relation will be provided a written or electronic report card and/or interim progress report multiple times a year, according to grade level. The use of marks and/or symbols will be appropriately explained.

Elementary Level Grading

- Pre-kindergarten and kindergarten students shall receive report cards two (2) times per year.
- Students in grades one (1) through six (6) shall receive report cards three (3) times per year.
- Students shall receive a specific rating based on their progress towards and understanding of grade-level skills and concepts in accordance with the Next Generation Learning Standards and annual grade level goals.
- Report cards shall:
 - be standards-based;
 - be divided into subject areas and include specific grade-level standards for each

- area;
- indicate whether the student is on target toward attaining the indicated skill or concept;
- provide parents and/or persons in parental relation with explicit information regarding progress toward meeting grade level standards; and
- help parents and/or persons in parental relation understand what grade-level skills and/or concepts should be mastered by the end of the school year.

Secondary Level Grading

- Students in grades seven (7) through twelve (12) shall receive report cards four (4) times per year.
- The following grading scale shall be utilized:
 - Passing grades shall include all numerical grades ranging from sixty-five (65) through one hundred (100) in increments of one (1).
 - Failing grades shall include all numerical grades ranging from fifty (50) through sixty-four (64) in increments of one (1).
 - A failing grade of fifty (50) shall be the lowest grade awarded to any student in any marking period, except that a grade of forty (40) may be awarded to those students who are chronically absent as defined by the New York State Education Department (*see policy 5100, Student Attendance*) if appropriate due to incomplete work or lack of class participation.
- Final course grades:
 - Courses that consist of four (4) marking periods shall be calculated as follows: 22.5% shall be allocated to each marking period grade; 10% shall be allocated to a final course assessment which may consist of a final exam, project, exhibition, or other assessment tool approved by the principal.
 - Courses that consist of two (2) marking periods shall be calculated as follows: 45% shall be allocated to each marking period grade; 10% shall be allocated to a final course assessment which may consist of a final exam, project, exhibition, or other assessment tool approved by the principal.
- Incomplete Grades
 - A student who receives an incomplete shall be provided additional time to complete the required coursework for that marking period in accordance with the below.
 - The student shall have until the end of the next applicable marking period to complete any missed coursework, except that if a student receives an incomplete during the terminal marking period for the course, the student shall be provided ten (10) days from the last day of that marking period to complete the work.
 - The Superintendent of Schools and/or his/her designee may extend the above time periods, if warranted, for reasons such as, but not limited to, an extended health condition and/or illness.
 - Once the allocated time period has elapsed, a numerical grade shall be assigned based on any coursework completed for the marking period. Consistent with the above, no student shall be awarded a grade lower than a fifty (50), except that a forty (40) may be assigned to a student who is chronically absent.
 - Incomplete grades shall not be calculated into a student's grade point average

("GPA"). Once a numerical grade is assigned, the student's GPA shall be recalculated to include the assigned numerical grade.

Students with Disabilities

For students with individualized education plans, progress toward annual goals shall also be assessed throughout the school year. In addition to the student's regular report card, progress toward annual goals shall be reported on the student's Progress Report for IEP Goals and provided to parents and/or persons in parental relation contemporaneously with student report cards.

In accordance with New York State laws, rules, and regulations, students with severe disabilities, who qualify for New York State alternate assessment and for whom the standard performance indicators and/or assessments are not appropriate, shall be graded and/or assessed utilizing alternate performance indicators and/or assessments aligned with alternate academic achievement standards. Progress reports on these assessments will also be issued pursuant to applicable New York State laws, rules and regulations.

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) and/or person(s) in parental relation should discuss with the student's teacher an appropriate means of making up the missed work. With the possible exception of absences intended by the student as a means of gaining an unfair academic advantage (e.g., to secure more time to study for a test), every effort will be made to provide students with the opportunity and assistance to make up all work missed as a result of absence from class.

The Board recognizes that the classroom teacher has the primary responsibility to evaluate students and determine student grades, and, in most cases, the professional judgment of the teacher should be respected. The Board expects teachers to submit student grades in a timely fashion so that there is no delay in providing the information to the student's parent(s) and/or person(s) in parental relation. Teachers are expected to submit all student grade information into the student management system within the timeframes set by the Superintendent of Schools for the applicable reporting period.

In most cases, once a grade is assigned to a student by a teacher, the grade should not be changed. However, it is understood that a change and/or adjustment to a student's grade may be warranted in some instances. Justifications for grade changes include, but are not limited to, reflecting make-up assignments subsequently completed by the student, the correction a mistake, and/or an accommodation for a health condition and/or illness. All grade change requests must be submitted for approval to the Building Principal in writing on the District's grade change form. The form must be signed by the teacher and shall include a justification for the grade change. All requests must be thoroughly reviewed by the Building Principal and grades may only be changed if the Building Principal authorizes the change in writing on the District's form. A copy of said form shall be maintained in the student's record whether or not it is approved. Upon the request of the Superintendent of Schools, his/her designee, and/or a District Central Office Administrator,

the Building Principal shall be prepared to provide information regarding the justification for the grade change request and an explanation of their approval or rejection thereof.

Cross-ref: 5100, Student Attendance

Ref: Education Law §§3202; 3205 et seq.
Appeal of Ehnot, 37 EDR 648 (1998)
Appeal of Pasquale, 36 EDR 290 (1997)
Appeal of Hansen, 34 EDR 245 (1994)
Matter of MacWhinnie, 20 EDR 145 (1980)
Matter of Gibbons, 22 EDR 134 (1982)
Matter of Shamon, 22 EDR 428 (1983)
Matter of LaViolette, 24 EDR 37 (1984)
Matter of Boylan, 24 EDR 421 (1985)
Matter of Fitchett-Delk, 25 EDR 178 (1985)
Matter of Dickershaid, 26 EDR 112 (1986)
Matter of McClurkin, 28 EDR 136 (1988)
Matter of Burns, 29 EDR 103 (1989)
Matter of Handicapped Child, 32 EDR 83 (1992)
Matter of Hegarty, 31 EDR 232 (1992)
Matter of Shepard, 31 EDR 315 (1992)
Matter of Ackert, 30 EDR 31 (1990)
Matter of Augustine, 30 EDR 13 (1990)
Matter of Rivers, 27 EDR 73 (1987)

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Revised: