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PS 85 Queens Grading Policy for K-5 Teachers

Purpose

The purpose of the PS 85 Queens grading policy is to ensure that student achievement is measured accurately and consistently in alignment with the **Next Generation Learning Standards (NGLS)**. Grades reflect a student's **progress toward mastery of grade-level standards**, rather than solely compliance, participation, or behavior.

Grading Scale: Standards-Based Performance Levels

Level	Descriptor	Description (Aligned to NGLS)	Percentage Range
4	**Exceeding Standards**	Demonstrates a **thorough understanding and application** of grade-level standards. Independently extends learning beyond taught concepts, showing critical thinking and creativity.	**90–100%**
3	**Meeting Standards**	Demonstrates **proficiency** in grade-level standards. Accurately applies key concepts and skills independently and consistently.	**75–89%**
2	**Approaching Standards**	Demonstrates **partial understanding** of grade-level standards. Requires additional support and practice to apply skills and concepts independently.	**60–74%**
1	**Developing / Below Standards**	Demonstrates **limited understanding** of grade-level standards. Requires significant teacher support, re-teaching, and interventions to develop foundational skills.	**0–59%**

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Assessment Categories

Student progress will be measured through multiple forms of evidence that align with the NGLS and promote equity in grading:

Category	Description	Weight
Standards-Based Assessments	Unit and benchmark assessments, performance tasks, and writing pieces aligned with NGLS.	**40%**
Classwork & Application	Daily tasks, projects, group work, and independent practice demonstrating mastery of learning targets.	**30%**
Formative Assessments	Quizzes, exit tickets, and checks for understanding used to monitor ongoing progress.	**20%**
Student Reflection & Participation	Self-assessments, goal-setting, and engagement in learning processes.	**10%**

Guiding Principles

1. **Alignment to Standards** – All tasks and assessments directly connect to New York State Next Generation Learning Standards and grade-level expectations.

2. **Equity and Growth** – Grades reflect current mastery, not effort, attendance, or behavior alone. Students are provided multiple opportunities to demonstrate understanding.

3. **Feedback for Learning** – Students receive ongoing, actionable feedback tied to learning targets to guide improvement.

4. **Consistency** – Rubrics, common assessments, and collaborative grading practices ensure fairness across classrooms and grade levels.

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5. **Student Ownership** – Students engage in self-assessment, goal setting, and reflection to take responsibility for their learning journey.

Reporting

- **Progress Reports** and **Report Cards** will show both the **numerical grade** (percentage) and **standards-based performance level (1–4)** for each subject area.

- Teachers will include narrative comments highlighting strengths, growth areas, and next steps aligned with the NGLS.

Example Conversion for Reporting

Performance Level	Report Card Notation	Percentage Equivalent
4	Exceeding Standards	90–100%
3	Meeting Standards	75–89%
2	Approaching Standards	60–74%
1	Developing	0–59%

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PS 85 Queens Science Grading Policy

Purpose

The Science program at PS 85 Queens encourages students to **explore, ask questions, and think like scientists**. Students engage in hands-on investigations, observe natural phenomena, and explain their learning using evidence.

This grading policy aligns with **NGSS and NYC Science Scope and Sequence** expectations, focusing on:

1. **Science & Engineering Practices (SEPs)** – Asking questions, planning investigations, collecting and analyzing data.

2. **Disciplinary Core Ideas (DCIs)** – Understanding life, physical, and earth science concepts.

3. **Crosscutting Concepts (CCCs)** – Recognizing patterns, cause and effect, systems, and models.

Performance Scale

Level	Descriptor	Description (K–5 Aligned)	Percentage Range
4	Exceeding Standards	Consistently demonstrates deep understanding of science concepts. Can design investigations, explain results, and apply knowledge independently.	90–100%
3	Meeting Standards	Demonstrates understanding of grade-level science standards. Can complete investigations and explain observations with some guidance.	75–89%

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| 2 | Approaching Standards | Demonstrates partial understanding. Requires support to complete tasks, explain observations, or apply concepts. | 60–74% |

| 1 | Developing | Limited understanding of key concepts. Needs significant support to engage in investigations or explanations. | 0–59% |

Grading Categories & Weights

Category	Description	Weight
Scientific Inquiry & Investigation	Hands-on experiments, observations, and application of the scientific method.	**35%**
Conceptual Understanding	Demonstrates knowledge of core ideas in life, earth, and physical science.	**35%**
Science Communication & Application	Explaining ideas using evidence (oral, written, or visual), creating models, and connecting learning to real-world phenomena.	**20%**
Participation & Collaboration	Engagement in discussions, teamwork, and safe, responsible behavior in labs and investigations.	**10%**

Core Principles

- **Standards-Aligned:** Grades reflect mastery of NYC Science Scope and Sequence and NGSS dimensions.

- **Hands-On Learning:** Emphasis on inquiry, experimentation, and observation.

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- **Growth & Effort:** Improvement over time is valued; students may retest or revisit investigations.

- **Equity & Access:** All students, including multilingual learners and students with disabilities, have opportunities to demonstrate understanding.

- **Evidence-Based Feedback:** Teachers provide clear, standards-based feedback to guide student learning.

Reporting

Report cards will show both **percentage grades** and **1–4 proficiency levels**, with teacher comments highlighting:

- Understanding of science concepts

- Application of inquiry skills and evidence-based reasoning

- Participation, collaboration, and curiosity

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PS 85 Queens Physical Education Grading Policy

Purpose

The Physical Education program at PS 85 Queens promotes **health, movement, teamwork, and lifelong fitness habits**. Through fun, structured activities, students learn how to move safely, cooperate with others, and build strength, coordination, and confidence.

This grading policy aligns with the **New York State Learning Standards for Physical Education**, which emphasize:

1. **Personal Health and Fitness** – Developing movement skills and physical fitness.

2. **A Safe and Healthy Environment** – Practicing safety and responsibility during physical activities.

3. **Resource Management** – Using teamwork, effort, and decision-making to enjoy physical activity for life.

Performance Scale

Level	Descriptor	Description (Aligned to K–4 Standards)	Percentage Range
4	Exceeding Standards	Always participates actively, demonstrates strong skills, shows leadership, and encourages others. Understands how to stay healthy and safe during activity.	90–100%

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3	Meeting Standards	Participates regularly, follows directions, and shows progress in skill development and understanding of fitness concepts.	75–89%
2	Approaching Standards	Participates sometimes but needs reminders to stay focused or follow rules. Beginning to develop skills and understanding.	60–74%
1	Developing	Seldom participates or follow directions. Needs consistent support to engage in physical activities safely.	0–59%

Grading Categories & Weights

Category	Description	Weight
Participation & Effort	Actively participates, listens to instructions, and tries their best in all activities.	**40%**
Skill Development	Demonstrates progress in movement skills (running, jumping, catching, throwing, balance).	**30%**
Teamwork & Sportsmanship	Shows respect, cooperates with classmates, and follows rules to ensure safe play.	**20%**
Health & Fitness Understanding	Demonstrates awareness of fitness concepts, healthy habits, and safety rules.	**10%**

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Core Principles

- **Equity & Inclusion:** Every student has opportunities to participate, succeed, and feel valued.

- **Growth & Effort:** Improvement and participation matter more than performance.

- **Safety & Respect:** Students are expected to play safely and treat others with kindness.

- **Teamwork & Cooperation:** Emphasis on fair play, sharing, and encouragement.

- **Lifelong Fitness:** Activities promote physical activity as a fun, daily habit.

Reporting

Report cards will include both **percentage grades** and **1–4 proficiency levels**, along with comments highlighting:

- Growth in motor skills and coordination

- Level of participation and effort

- Cooperation, teamwork, and sportsmanship

PS 85 Queens Music Grading Policy

Purpose

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The Music program at PS 85 Queens helps students **listen, perform, create, and connect** through music. Students learn to express themselves, appreciate diverse musical traditions, and develop foundational musical skills such as rhythm, melody, and notation.

This grading policy aligns with the **New York State Learning Standards for the Arts in Music**, which emphasize the four artistic processes:

1. **Creating** – Composing, improvising, and exploring sound.

2. **Performing/Presenting** – Singing, playing instruments, and sharing music with others.

3. **Responding** – Listening, analyzing, and describing music.

4. **Connecting** – Understanding music in personal and cultural contexts.

Performance Scale

Level	Descriptor	Description (Aligned to K–5 Standards)	Percentage Range
4	Exceeding Standards	Consistently demonstrates excellent musical understanding and creativity. Performs confidently and independently; shows leadership in group activities.	90–100%
3	Meeting Standards	Demonstrates solid understanding of rhythm, melody, and musical concepts. Participates actively and performs with accuracy and effort.	75–89%
2	Approaching Standards	Shows some understanding of basic music skills. Needs reminders to stay focused or additional support with pitch, rhythm, or participation.	60–74%
1	Developing	Limited participation or understanding of music concepts. Requires frequent guidance and support to engage.	0–59%

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Grading Categories & Weights

Category	Description	Weight
Performance & Participation	Singing, playing classroom instruments, and performing in groups with effort and focus.	**40%**
Musical Understanding	Demonstrates understanding of rhythm, pitch, melody, and dynamics through class activities and assessments.	**30%**
Creativity & Composition	Creates simple rhythms, melodies, or sound patterns; expresses ideas through improvisation.	**20%**
Listening & Reflection	Listens to various styles of music, responds thoughtfully, and uses music vocabulary to describe what is heard.	**10%**

Core Principles

- **Every Child is Musical:** All students can succeed in music through participation and practice.

- **Growth & Effort:** Improvement and curiosity are as important as performance ability.

- **Creativity & Expression:** Students are encouraged to explore their musical ideas freely and respectfully.

- **Cultural Awareness:** Music from many cultures and traditions is valued and explored.

- **Collaboration:** Students learn to sing, play, and move together, developing teamwork and listening skills.

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Reporting

Report cards will show both **percentage grades** and **1–4 proficiency levels**, with teacher comments highlighting:

- Growth in musical understanding and performance

- Participation, effort, and collaboration

- Creativity and reflection in musical activities

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PS 85 Queens Dance Grading Policy

Purpose

The Dance program at PS 85 Queens encourages students to **express themselves through movement, explore creativity, and develop physical coordination**. Students learn dance techniques, participate in group choreography, and reflect on their own and others' work.

This grading policy aligns with the **New York State Learning Standards for the Arts in Dance**, which focus on four artistic processes:

1. **Creating** – Improvising and choreographing movement.

2. **Performing/Presenting/Producing** – Demonstrating dance skills and performing for others.

3. **Responding** – Observing, analyzing, and describing dance performances.

4. **Connecting** – Linking dance to personal experience, culture, and other disciplines.

Performance Scale

Level	Descriptor	Description (Aligned to K–5 Standards)	Percentage Range
4	Exceeding Standards	Consistently demonstrates strong dance skills, creativity, and expression. Performs confidently, works well with others, and contributes original ideas.	90–100%

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3	Meeting Standards	Demonstrates proficiency in dance skills and participates actively in class. Follows choreography and expresses ideas clearly.	75–89%
2	Approaching Standards	Demonstrates partial understanding of dance skills. Needs guidance to maintain rhythm, coordination, or focus.	60–74%
1	Developing	Demonstrates limited understanding or participation in dance activities. Requires frequent support to engage safely and effectively.	0–59%

Grading Categories & Weights

Category	Description	Weight
Performance & Technique	Demonstrates proper dance technique, control, balance, and coordination.	**40%**
Choreography & Creativity	Participates in creating movement, improvisation, or group choreography.	**25%**
Dance Understanding & Reflection	Uses dance vocabulary, observes and discusses performances, and reflects on personal growth.	**25%**

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| **Participation & Collaboration** | Shows focus, effort, teamwork, and respect for peers during class activities. | **10%** |

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Core Principles

- **Equity & Access:** All students have opportunities to participate and express themselves creatively.

- **Growth & Effort:** Improvement, practice, and effort are valued alongside technical mastery.

- **Creativity & Expression:** Students are encouraged to explore movement ideas and personal expression.

- **Cultural Awareness:** Dance activities include diverse styles, traditions, and cultural perspectives.

- **Safety & Respect:** Emphasizes safe movement and respectful collaboration with peers.

Reporting

Report cards will include both **percentage grades** and **1–4 proficiency levels**, with teacher comments highlighting:

- Progress in dance technique and performance

- Creativity, effort, and collaboration

- Reflection and understanding of dance concepts

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PS 85 Queens Technology Grading Policy

Purpose

The Technology program at PS 85 Queens develops students' **digital literacy, creativity, and problem-solving skills**. Students learn to safely navigate technology, create digital projects, collaborate, and use technology as a tool for learning across subjects.

This grading policy aligns with **ISTE Standards for Students** and **NYS Digital Literacy Standards**, emphasizing:

1. **Empowered Learner** – Students leverage technology to take an active role in learning.

2. **Digital Citizen** – Students use technology responsibly and ethically.

3. **Knowledge Constructor** – Students critically evaluate and create digital content.

4. **Innovative Designer** – Students use technology for creative problem-solving.

5. **Computational Thinker** – Students apply logical reasoning to solve problems.

6. **Creative Communicator & Collaborator** – Students use technology to share ideas and work with others.

Performance Scale

Level	Descriptor	Description (K–5 Aligned)	Percentage Range
4	Exceeding Standards	Consistently demonstrates advanced skills, creativity, and responsible technology use. Completes projects independently and helps peers.	90–100%

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3	Meeting Standards	Demonstrates grade-level proficiency in technology skills and concepts. Completes tasks independently with minimal guidance.	75–89%
2	Approaching Standards	Demonstrates partial understanding of technology skills. Requires some guidance to complete tasks or use digital tools safely.	60–74%
1	Developing	Limited understanding or participation. Needs consistent support to navigate technology and complete tasks.	0–59%

Grading Categories & Weights

Category	Description	Weight
Technology Skills & Application	Proficiency with devices, software, coding, and digital tools aligned to grade-level standards.	**40%**
Digital Citizenship & Safety	Follows rules for safe, responsible, and ethical technology use.	**20%**
Creativity & Problem-Solving	Uses technology to create projects, solve problems, and innovate.	**25%**
Participation & Collaboration	Actively engages in technology activities, collaborates with peers, and demonstrates focus and effort.	**15%**

Core Principles

- **Standards-Aligned:** Grades reflect mastery of NYS Digital Literacy and ISTE standards.

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- **Safety & Ethics:** Students learn to use technology responsibly and respectfully.

- **Creativity & Innovation:** Students are encouraged to explore ideas and create original digital work.

- **Growth & Effort:** Improvement and engagement are valued alongside mastery.

- **Collaboration & Communication:** Emphasizes working together and sharing knowledge using technology.

Reporting

Report cards include both **percentage grades** and **1–4 proficiency levels**, with teacher comments highlighting:

- Progress in technology skills and projects

- Responsible use of digital tools

- Creativity, problem-solving, and collaboration

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PS 85 Queens Art Grading Policy

Purpose

Art education at P.S. 85 helps students develop **artistic literacy**—the ability to **create**, **present/produce**, **respond**, and **connect** through the arts.
Grades reflect **creativity, skill development, reflection, and effort** throughout the artistic process, not just the final product.

Grading Scale

Score	Descriptor	Performance Level	Percentage Range
4	Exceeds Standards	Advanced understanding and application of art concepts and techniques.	90–100%
3	Meets Standards	Consistent proficiency and understanding of art skills and processes.	75–89%
2	Approaching Standards	Partial understanding; needs support to apply skills and concepts.	60–74%
1	Beginning / Needs Support	Minimal understanding or engagement with art processes.	Below 60%

Grading Categories & Weights

Category	Description	Standards Alignment	Weight
Creating	Generating and developing artistic ideas; experimenting with materials.	Standards 1–3	**40%**

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Presenting / Producing	Refining, completing, and sharing work safely and responsibly.	Standards 4–6	**25%**
Responding	Describing, analyzing, and interpreting art using appropriate vocabulary.	Standards 7–9	**20%**
Connecting	Relating art to personal experiences, community, and culture.	Standards 10–11	**15%**

Rubric Summary

Level	Creating	Presenting/Producing	Responding	Connecting
4	Independently creates imaginative, refined work; takes creative risks.	Uses materials safely and skillfully; presents polished pieces.	Analyzes art deeply using vocabulary and insight.	Makes meaningful cultural/personal connections.
3	Develops original ideas with guidance; completes projects with care.	Uses materials appropriately; completes and shares work.	Describes art clearly and uses basic vocabulary.	Makes personal connections to art or themes.
2	Needs reminders to plan or explore; limited effort.	Inconsistent material use; incomplete projects.	Gives simple responses to art.	Basic or surface-level connections.
1	Rarely participates or completes work.	Unsafe or improper use of tools; off-task.	Unable to discuss or interpret art.	No evident connection or reflection.

Grade-Level Focus

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- **K–2:** Emphasis on exploration, safe use of materials, and effort ("I can try new materials," "I can talk about my art").

- **3–5:** Emphasis on refinement, reflection, and connection to personal or cultural meaning.

Reporting

- Grades reported using the **1–4 scale** and percentage conversion.

- Comments highlight **strengths, growth, and next steps.**

- Student portfolios or digital folders track progress throughout the year.