

## Brooklyn Studio Secondary School Grading Policy SY2021-2022

### Rationale

We believe a uniform grading policy allows educators to provide meaningful and actionable feedback to students, and make decisions grounded in student performance and mastery, based on a coherent set of beliefs and policies.

Our grading policy supports our students as they transition from remote learning, to back to school academic/social life. This grading policy highlights the academic and “student skills” that our students need to continue their journey from a remote to in-person environment. Students will receive a copy of the grading policy at the beginning of each term. Any parent can request a copy of the *Brooklyn Studio Grading Policy* at any time. Our grading policy is on our website for easy access and review for our families. Pupil Path is vital for students and families. It is highly recommend that all parents/guardians have access to their own Pupil Path account to communicate to teachers, receive report cards and anecdotes.

### Format of Syllabus

We believe that teachers have the purview to determine if their syllabus, including the BSSS Grading Policy includes a parental sign off/contract for signature. Some teachers, given their grade, may wish to adopt syllabus absent of a parental sign off/ contract for signature to mirror a collegiate academic environment.

### How Courses Are Graded?

**Grades at Brooklyn Studio are a reflection of students’ understanding of the content, mastery of the skills and progression through a particular course and a given point in time.**

Elements of the Grade- listed below are the components of grades configured at Brooklyn Studio:

- a) **The “Student Learner”** A student’s grade is more than just score on an exam and speaks to the skills a student needs to support themselves in the classroom, and in life. The **“Student Learner”** encompasses: a) coming to school on a regular basis b) student self-advocacy and c) actively participating in the classroom. **Student Learner** grades are determined by rubric and communicated to students at the beginning of each month within the marking period. It is not within NYCDOE policy to fail students because of participation and failure to adhere to rules and policies exclusively.
- b) **Classroom Assessments-** A classroom assessment is any work that is completed in class for a grade. A classroom assessment will have an accompanied rubric, is graded and entered on Pupil Path. The teacher will inform the student which assessments are classroom assessments and which are not. Classroom assessment align to NYS Content Learning Standards and Next Generation Standards. A classroom assessment can be, but not limited to, a unit task, a quiz (no more than 20 minutes), standards aligned writing piece, science lab, oral presentation, debate, seminar, artistic performance piece, computer application, physical demonstration of skill, participation in Fitnessgram, etc. **It is expected that students will experience a minimum of 15 classroom assessments per marking period.**
- c) **Exams** - An exam is a period assessment of students’ acquisition of the content, concepts and skills of the course. Exams must be announced at least one week in advance. Students should be given the opportunity to make up exams if documentation supports an excused absence. Every marking period, students will receive an Interim Assessment and a Final Exam. These exams are designed to be cumulative and demonstrate students’ mastery of content, concepts and skills over the course. Interim Assessments and Final Exams must be announced at the beginning of the Marking Period and in line with the BSSS Exam Calendar.  
**It is expected that students will receive a minimum of two exams per marking period, including Final/Interim Assessment given the depth and breadth of the unit. Any students eligible for testing accommodations aligned to SE/ENL compliance rules will receive their accommodations accordingly.**

## How Marking Period Grades Are Calculated?

How a student's Final Grade will be calculated- All Grade Levels, All Courses	
The "Student Learner"	25%
Classroom Assessments	50%
Exams (Including MS Interim Assessments and HS Mid Term/Final Exams)	25%
<b>Total</b>	<b>100%</b>

## **Student Learner Rubric**

	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
<b>Coming to School on a Regular Basis</b> (5 pts.)	Attendance rate in class is 90% or higher. Student is late to class less than 2x a marking period. Student has not cut class. (5 pts.)	Attendance rate in class is 80-89%. Student lateness is occasional but not chronic. Student has not cut class. (3 pts.)	Attendance rate in class is 80% or less. Student is late to class the majority of the week. Cutting occurs on a weekly basis.  Attendance rate in class is 80% or less. Lateness to class is chronic. Cutting is chronic. (1 pt.)
<b>Student Self-Advocacy</b> (10 pts.)	Student asks for help when they need. Student can clearly articulate their need for help and takes feedback to improve work based on their grade level. Student may be hesitant to ask for help but does try to articulate need of assistance.  Student attends Office Hours on Monday and Thursday when asked and/or keeps appointments with the teacher. Student provides to the teacher grade-level quality feedback with regards to quality of instruction, curriculum, assignments, etc. (10 pts.)	Student asks for help at times and sometimes does not. Student may not be clear on what they need, but makes an attempt to articulate what they need. The student provides feedback about quality of instruction, curriculum, assignment, etc. that at times may be grade level and at times vague. (6 pts)	Student chooses not to ask for help. When the student asks for help, the student really wants the teacher to "feed answers" rather than give feedback. Student does not attend Office Hours when the teacher asks the student to come, or does not honor appointments they make with teacher. Student shows little/no interest in providing grade level feedback with regards to quality of instruction, curriculum, assignments, etc. or offers low level feedback that is not helpful (ex. "Good" "Bad") (3 pts.)
<b>Actively Participating in the Classroom</b> (10 pts.)	Student actively participates in the classroom Student comes to class each day with the required materials every day to be successful, as indicated by the teacher (notebook, pen/pencil, folder, index cards, lab manual, calculator, phys. ed. journal, floor spot in gym, instrument, dance uniform and footwear, art supplies, etc.). Student complies with the Brooklyn Studio electronic policy on a daily basis.  Student takes notes without prompting; keeps to deadlines; raises hand to ask questions to support their learning and the learning of others;	Student actively participates in the classroom. Student is organized for success the majority of the time. If attempts by the teachers were made to support the student in becoming more organized, those efforts were successful. Student seldom violates the electronic policy, but is quick to respond in complying with the rules when prompted by the teacher.  Student takes notes without prompting, and keeps to deadlines. Student is responsive to teacher feedback about contributions in the classroom. Student will try to contribute to classroom discussion and offers ideas	Student participation is inconsistent. Student is organized for success on an inconsistent basis. Attempts to support student in getting organized have helped in some areas and in other areas have not. Student is not organized for success of a daily basis, even after multiple attempts to support student in doing so. Student violates the electronic policy the majority of the week, which has undermined the education environment in the classroom.. Student has, on occasion, refused to comply with the electronic policy, and uses tactics to hide electronics in plain sight.  Student violates electronic policy on a daily basis. Student refuses to put cell phone away, or has used cell phone in a way that undermined the educational environment in the classroom.  Student must be consistently prompted to take notes; hands in work late consistently; calls out during classroom discussion; and

	<p>disagrees in classroom discussion respectfully; cites text based evidence to support thinking; completes graphic organizers correctly and timely; and works well in groups to complete task effectively. Student follows classroom rules consistently. Student may be quiet but, “taking it all in.”</p> <p>If a teacher is assigning work to be completed at home (Lexia, No Red Ink, independent reading, reading in preparation for an assignment the next day, Aleks, DuoLingo, any computer learning program) there is evidence it is completed timely. (10 pts.)</p>	<p>with an attempt to contribute positively. Student has needed prompting by teacher to make positive contributions to the classroom environment with success.</p> <p>If a teacher is assigning work to be completed at home (Lexia, No Red Ink, independent reading, reading in preparation for an assignment the next day, Aleks, DuoLingo, any computer learning program) there is evidence it is completed inconsistently. (6 pts.)</p>	<p>offers ideas in class that are opinion based only; disrespects classroom discussion and the contributions of others; distractive influence in class; refuses to take notes; participate in classroom discussion and engage in the lesson.</p> <p style="text-align: center;">OR</p> <p>Student is disrespectful to classroom and the ideas of others. Student belittles classmates’ directly for ideas. Student may sleep in class.</p> <p>If a teacher is assigning work to be completed at home (Lexia, No Red Ink, independent reading, reading in preparation for an assignment the next day, Aleks, DuoLingo, any computer learning program) there is evidence that the student is choosing not to complete it. (3 pts.)</p>

**High School Courses Terminating with a Regents Exam**

For all high school courses terminating in a Regents Exam (*Global History 4, American History 2, Living Environment 2, Earth Science 2, Chemistry 2, Physics 2, Integrated Algebra 2, Geometry 2, Algebra II/Trig., English 6*) the grade on the Regents will *not be counted* towards the final grade. A grade on any Regent exam is not part of the grading policy and does not impact the outcome of a course grade.

**Policy Regarding Late Submission of Classroom Assessments**

*All students will have the opportunity to submit classroom assessment late within two school days after the assignment was due with no penalty. Students may ask for more time to submit work by making a request to the teacher through Google Classroom ONLY. The teacher has the responsibility to answer all requests in writing to submit benchmarks within 72hours or receiving the request. The teacher will take into account all circumstances, but has the right to accept or deny the request. However, should the teacher not respond via Google Classroom within 72hours, failure to do so will default to the student, and will be allowed to submit the work. Students may not submit assignments from past terms. If a student wishes to submit assignments from a past marking period the request must be made by a parent to the teacher through Pupil Path. Patterns of late submission of assessments (chronic or sporadic) will not be allowed, and the teacher will communicate with the student and parent that late work will no longer be accepted by the student.*

**Policy Regarding Making Up Exams**

Missing exams can only be made up if the absence is excused with parental documentation. Parent must make the request to the teacher in Pupil Path. *The teacher has the responsibility to answer all requests in writing within 72hours of receiving the request. Failure to do so will default to the student, and will be allowed to take the exam.*

**Policy Regarding Extra Credit Work To Increase Marking Period Grade**

At Brooklyn Studio, we believe that the student should work hard to complete all benchmark assessments that are assigned, prepare for exams ahead of time and take them when scheduled. Thus, teachers at Brooklyn Studio do not offer extra credit assignment to bolster averages. Should a student feel that they need academic challenge, they have the right to ask, and receive assignments that meet their academic level by the teacher.

**Policy Regarding the “Re-do” of Graded Work Per Marking Period**

Students have the ability to re-do classroom assessments that were graded and returned. Students can only re-do work of a grade that is 65 or less. **At no time may a student re-do an exam.** The student, upon receiving the assignment must meet with teacher to arrange time to re-do the work in-person and the grade the student may do upon successful completion of the classroom assessment. A student may not re-do and revise the work at home under any circumstances.

## Attendance and Lateness

### Attendance

At Brooklyn Studio, we believe that academic success is directly related to attendance and participation. Students will be considered **at risk for academic success if their attendance to school and to classes dips below 90% per marking period, equaling to four absences per marking period, and may impact the scoring of the participation rubric, given the nature of the absences.**

Students who have written documentation from a parent for an excused absence must bring their notes to the Main Office in the morning. A staff member will make a copy of the note to send to the Attendance Office. The students will have the responsibility to show the note to all their teachers. The student is responsible to keeping their note with teachers' signatures to prove attendance.

The student has the responsibility to submit late work aligned to the policy regarding late submission of assignments. The teacher has the discretion to deny a student the ability to complete makeup work and/or exams if the teacher has documentation that the student was present to school but absent from the class the day the work is due. Teachers are the first line of intervention involving student attendance and have the duty to inform the parent/guardian of student attendance. Teachers are expected to keep accurate documentation through Pupil Path anecdotes.

### Lateness

As with attendance to school, academic success is linked to arriving to each class on time. **Two unexcused lateness per marking period will be considered at-risk for student success and may impact the scoring of the participation rubric.** Students are expected have a late pass and present it to the teacher upon arrival to class.

### Cutting of Classes

Cutting is defined as a student being marked present to school for the day but absent from a class. The cutting of any class, regardless of the period, is considered an unexcused absence, and may impact the scoring of the participation rubric.

### Attendance of Classes When a Teacher is Absent

It is expected that students will attend their classes even if the teacher is absent. If a student decides to not attend their class under these circumstances, the absence will be considered unexcused and count towards the overall number of absences for the marking period. Students are not allowed to access the gym if their teacher is absent.

## How Are Grades Awarded?

Grades for the majority of academic courses in both Middle and High School are awarded using a numerical system. A grade of **65** counts as the *minimal* passing grade:

### Numerical Grades

**91-100** (in increments of 1)

**65-90** (in increments of 5)

**60** Is considered a failing grade and used only in the 1<sup>st</sup> Marking Period of each term. A grade of **60** indicates to Guidance that although you have failed, you are showing positive improvement and most likely to pass the course by the end of the term.

**40-55** Academic Failure (in increments of 5)

### Non-Numerical Grades

**NL- New Admit-** student did not receive enough seat time and/or opportunity to receive course credit. (as per approval by the Principal)

**NX – Course in progress –** the school must award the grade of an NX to a student unable to complete course in designated time due to unforeseen circumstances. This grade can only be given if the student has documented evidence to justify the NX and with supervisor review.

**NS** Never Reported: A student did not show and did not participate in any and all activities to earn course credit. NS has the Pass/Fail equivalent of "Fail" and a numerical equivalent of "45".

**P/F- Pass/Fail**

**When Are Grades Awarded?**

Brooklyn Studio functions on a term system, with **two** terms per year (Fall and Spring). There are **three** marking periods per term.

Fall Term	Marking Period 1 September- Mid Nov.	Marking Period 2 Mid Nov.- January	Marking Period 3 Final grade entered on transcript for course credit.
Spring Term	Marking Period 1 February- Mid-April	Marking Period 2 Mid-April-June	Marking Period 3 Final grade entered on transcript for course credit.
<b>Middle School</b>			
Fall Term	Marking Period 1 September- Mid. Nov.	Marking Period 2 Mid-Nov.-Jan	Marking Period 3 <b>Progress Grade- grade not averaged in.</b>
Spring Term	Marking Period 1 February- Mid-April	Marking Period 2 Mid- April- June	Marking Period 3 Final Grade for the Course

Students will receive their report card for each marking period with **5-10** days of the close of each Marking Period. Every year, the Academic School Calendar will be published on the school’s website (mybrooklynstudio.com), noting dates of marking period and report card distribution. Reminders of these dates are also posted on our Official Facebook Page and communicated by teachers through Pupil Path.

**How Are Grades Calculated and Awarded Over the Year?**

	Fall Term			Spring Term		
	MP1	MP2/MP3		MP1	MP2	MP3
Middle School	Grade demonstrating mastery for MP1.	Grade demonstrating mastery from Nov. to January. Grade is entered for MP3.		Grade demonstrating mastery for MP1	Grade demonstrating mastery for MP2	Final Grade demonstrating mastery, average of all Marking Periods
High School	Grade demonstrating mastery for MP1.	Grades demonstrating mastery for MP2.	Grade is average of MP1 and MP2. Grade entered on transcript.	Grades demonstrating mastery for MP1.	Grades demonstrating mastery for MP2.	Grade is average of MP1 and MP2. Grade entered on transcript.

**Appealing a Grade**

Any student has the right to have their grade reviewed. In grades 6-9, an initial request to review grades may be made by the student or parent. In grades 10-12, an initial request to review grades should be made by the student. At Brooklyn Studio, we highly recommend that the student has record of all graded assessments, board notes, and classroom materials at the time of making the request:

Grade Appeal Process

- a) Initial request- with Teacher
- b) Second request- with Administrator of Subject Area if no resolution at initial level (ELA/SS/Music Ms. Morrissey; Math/Sci./Phys.Ed. & Health.-Mr. Ng; ELL/FL- Ms. Mannino); CTE/ART- Dr. Dorcely
- c) Third request- with Principal if no resolution at initial and Administrative level.

**Plagiarism**

Plagiarism is the act of presenting someone else's ideas as your own.

- Word for word plagiarism occurs when the writer repeats the exact words of the source without giving necessary credit to the author of the source. Necessary credit means that you quote the author and you cite the author in your work.
- Paraphrase plagiarism occurs when the researcher repeats basically the same idea as an original source with only a few words changed. This kind of plagiarism also occurs when the researcher uses a source's key words or phrases without placing them in quotation marks and without the proper citation.

**Actions that constitute plagiarism:**

- buying, stealing, or borrowing a paper
- hiring someone to write your paper
- copying from another source without citing
- copying from another student's work
- using the source too closely when paraphrasing
- building on someone's ideas without citation

Brooklyn Studio does not support plagiarism. The best way to avoid plagiarism is for students to give credit where credit is due. This may be credit for something somebody said, wrote, emailed, drew or implied.

**Penalties for Plagiarism:**

Unacknowledged use of the work of others and presenting that work as your own represents cheating, and as such, can lead to consequences as such as receiving a zero for the work, up to remedies outlined in the *NYCDOE Discipline code*.