



District Grading Policy

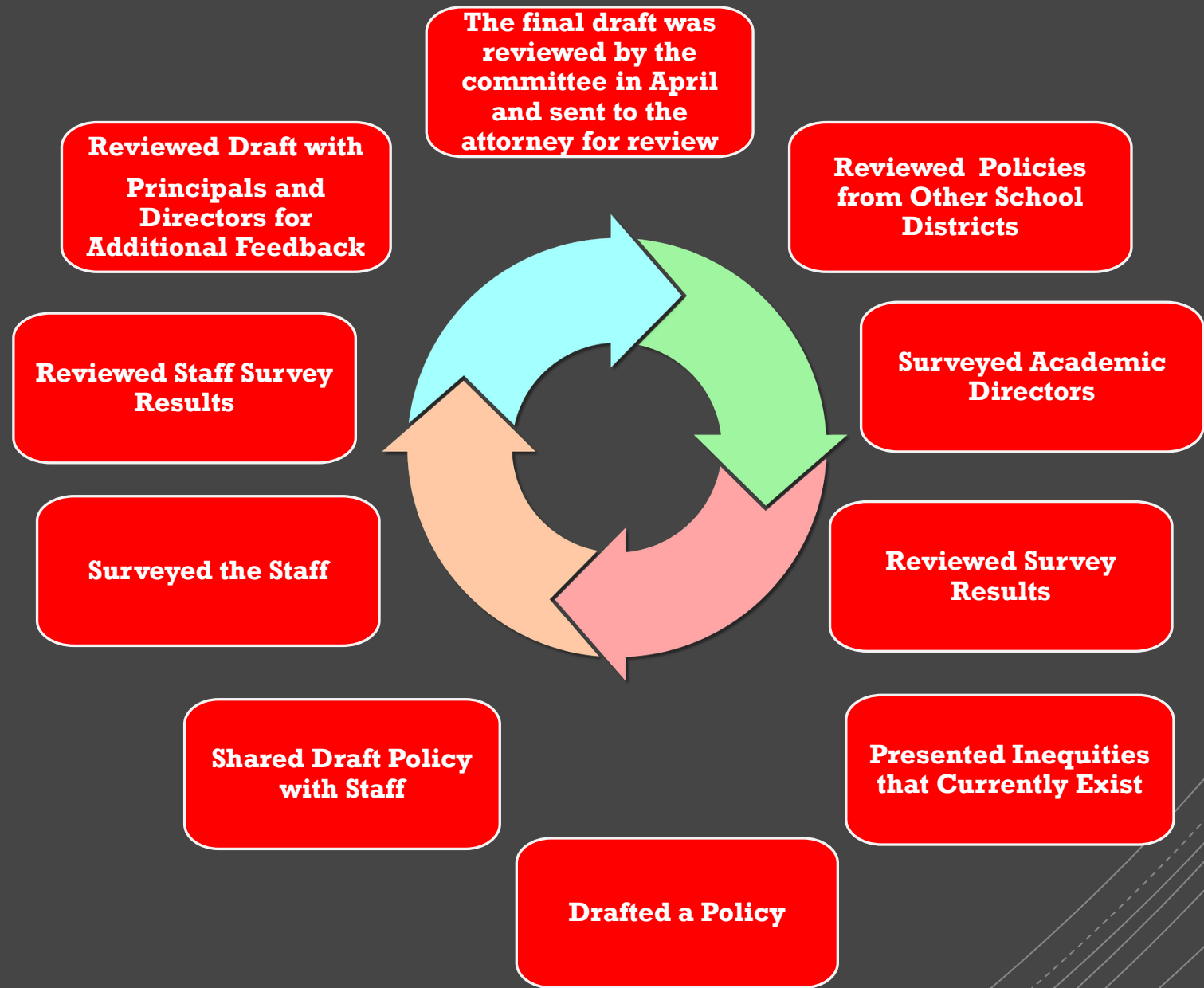
Updates to Progress/Report Card Comments



Patchogue-Medford School District

Where Education is Met With Excellence!

Our Journey



- Does the same course within your department have the same grading policy?
- What is the breakdown of weighting for courses? (ex. 50% tests, 30% quizzes, 20% participation, 10% HW).
- Do courses within your department offer make-ups for tests?
 - All offer
 - Some offer
 - None offer
- What are the procedures for make-up tests?
 - Students receive half-credit
 - Average the two tests
 - Other
- Do teachers within your department drop the lowest test and/or quiz grade?
- Do teachers within your department offer extra credit?
- Do teachers within your department allow work to be handed in late? If so, how does late work impact a student's grade?
- Do teachers within your department at all three middle schools have the same grading policy?
- Should there be a uniform grading policy allowing each department some flexibility?

Survey Questions

Student A (Mr. Mazzie)

- ✓ Gives half-credit for test corrections.
- ✓ Assignments can be turned in late. There is a 2-week grace period, but 20 points are deducted.
- ✓ Extra credit- allows for additional assignments to increase the final average.
- ✓ Does not drop the lowest quiz grade.

Tests/projects	50%
Classwork/Quizzes	30%
Participation	15%
Homework	5 %



Student B (Ms. Lukas)

- ✓ Offers retests- an average of two of the test grades.
- ✓ 5 points off per day- only will be accepted within 4 days.
- ✓ Extra credit- Bonus questions on tests.
- ✓ Does not drop the lowest quiz grade.

Tests	60%
Quizzes	20%
Participation	10%
Homework	10%



Student C (Ms. Cannetti)

- ✓ Does not allow for test corrections or retests.
- ✓ Assignments can not be turned in late. No extra credit.
- ✓ Does not drop the lowest quiz grade.

Tests	40%
Quizzes	30%
Participation	20%
Homework	10%



Tests

80, 75, 90

Classwork/Quizzes

80, 80, 90, 100, 70

Homework

10 assignments. Four assignments were turned in 3-days late. Six assignments were turned in on time. All HW assignments receive 100 unless late.

Student A

90.0

What if this was an AP class? Average would be 99%


Is this Equitable?

Student B

86.4

Student C

81.88



How does this impact
“At-Risk” students?

	Student A	Student B	Student C
Summative Exams 70,65,55 Avg= 63.3	The student does test corrections, and his new grades are 85,83,78 Avg= 82.0	The student retook the exams, and he received an 80, 70 and 65. $(80 + 70)/2 = 75$ $(75 + 65)/2 = 70$ $(65 + 55)/2 = 60$ Avg= 68.3	The student is not allowed any retakes. Avg= 63.3
Classwork	65	65	65
Participation	70	70	70
Homework 10 assignments <ul style="list-style-type: none"> 2 assignments were turned in on time. 4 assignments were turned in 3-days late 4 assignments were turned in 1-day late. *all HW assignments receive 100 unless late	(2) assignments have a grade of 100. (8) assignments now have a grade of 80. Avg= 84.0	(2) assignments have a grade of 100. (4) assignments now have a grade of 85. (4) assignments now have a grade of 95. Avg=92.0	(2) assignments have a grade of 100. (8) Assignments now have a grade of 0. Avg= 20.0
	$82.0 \times 0.50 = 41.0$ $65.0 \times 0.30 = 19.5$ $70.0 \times 0.15 = 10.5$ $84.0 \times 0.05 = 4.2$ Final Grade 75.2 Did an extra-credit assignment. Final Grade 77	$68.3 \times 0.60 = 40.98$ $65 \times 0.20 = 13.0$ $70.0 \times 0.10 = 7.0$ $92.0 \times 0.10 = 9.2$ Final Grade 70.18	$63.3 \times 0.40 = 25.32$ $65.0 \times 0.30 = 19.5$ $70.0 \times 0.20 = 14.0$ $20.0 \times 0.10 = 2.0$ Final Grade 60.82

Highlights of Draft Policy

- Must establish grading policies at the department and course level.
- All middle schools within the district must establish the same grading policies at the department and course level.
- Grading policies must apply to all students, including students with disabilities and English Language Learners (ELLs).
- The range of percentages allows each department to determine the appropriate percentage for a specific course. If a course is offered at both the high school and middle school levels and receives high school credit, the percentage must be the same for this course at both levels.
- Weighting will be as follows:
Formative 30% Summative 50% Department Discretion 0-20% HW 0-10%
- Performance Ensembles and Art Classes weighting will be as follows:
Formative 40% Summative 40% Department Discretion 0-20% HW 0-10%
- Physical Education will utilize a department-developed rubric.
- No single grade shall count more than 20% of the quarter grade. There must be a minimum of **three** summative assessments and a minimum of **two** formative assessments.
 - Discretion to drop the lowest if the minimum number of assessments is met.
 - Recommendation that a minimum of two assessments be administered before progress reports.

Highlights of Draft Policy

- Teachers must adhere to the district's Comprehensive Attendance Policy # 5110, which outlines that absent students, whether excused or unexcused, are encouraged to make up work within a reasonable amount of time.
 - A reasonable amount of time is defined as two days for each class missed for excused and one day for each day missed for unexcused.
- **Extra credit assignments:**
 - must be consistent between teachers teaching the same course within the same department.
 - must be consistent between all middle schools within the same course and department.
 - the assignment must be handed in and graded during the same marking quarter in which they were assigned.
 - must be available to all students.
 - must match the content standards and grade level expectations for the course.
 - must have procedures outlined (timeframe, amount of extra credit, impact on overall grade, etc.)
- **Test Corrections/Retest**
 - must be consistent between teachers teaching the same course within the same department.
 - must be consistent between all middle schools within the same course and department.
 - Must be available to all students
 - must have procedures outlined (timeframe, number of test corrections, how it will impact grade, etc.)

Final Quarter Marking Quarter ONLY
Teacher Grade Justification Form
(only to be used when requesting a grade to be entered on a report card below 50)

TEACHER NAME:	GRADE LEVEL:	
STUDENT NAME:	SUBJECT:	
	PROPOSED GRADE:	

1. Student's 4TH quarter (or 2nd quarter for Fall semester-based courses) attendance:
Days student was present: _____ Days student was absent: _____
2. Provide a summary of the student's performance:
3. List the major assignments/assessments and their scores:
4. Describe interventions attempted to support the student:
5. Explain why a grade below 50 is appropriate in this case:
6. Have you communicated with the student's parents/guardians about this grade? Yes / No
If yes, please summarize the discussion:
7. Additional comments or concerns:

Teacher Signature: _____	Date: _____
Principal Signature: _____	Date: _____

For Assistant Superintendent of Curriculum and Instruction Use Only:

Reviewed on: _____
Decision: Approved: _____ Not Approved: _____
Signature: _____

Comments:



Highlights of
Draft Policy

How does this impact our Students with Disabilites?

- **Equal opportunity:** High expectations ensure students with disabilities have access to the same educational opportunities as their peers.
- **College and career readiness:** High expectations prepare students for post-secondary education and employment.
- **Legal requirements:** IDEA and other laws mandate access to the general curriculum for most students with disabilities.
- **Individualized support:** High expectations coupled with proper accommodations allow students to reach their full potential.

How does this impact our Students with Disabilities?

- **Consistency:** Ensures fair and uniform evaluation across different teachers and subjects.
- **Accountability:** Provides a clear framework for measuring student progress and achievement.
- **Transparency:** Allows students and parents to understand how academic performance is assessed.
- **Goal-setting:** Helps in establishing clear academic targets for students to work towards.
- **Accommodation guidance:** Clarifies how accommodations and modifications affect grading without lowering standards.
- **College admissions:** Standardized grading practices support college application processes. Transcripts cannot indicate special class.

Accommodations Supersede Policy

IEP accommodations are changes to the educational environment that allow students with a disability to overcome the barriers created by their disability.

Supplementary Aids and Services/Program Modifications/Accommodations							
[+] Show Details							
<u>Service/Modification</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq</u>	<u>Period</u>	<u>Duration</u>	<u>Location</u>
Check for Understanding	04/29/2024	04/28/2025	N/A	Daily	Daily	Throughout the School Day	Across all Educational Settings
Modified Homework Assignments	04/29/2024	04/28/2025	N/A	Daily	Daily	Throughout the School Day	Home
Simplified Directions	04/29/2024	04/28/2025	N/A	Daily	Daily	During Instructional Time	Across all Educational Settings
Use of a Graphic Organizer	04/29/2024	04/28/2025	N/A	Daily	Daily	During Instructional Time	Across all Educational Settings
Copy of Class Notes	04/29/2024	04/28/2025	N/A	Daily	Daily	During Instructional Time	Across all Educational Settings
Additional Time to Complete Assignments	04/29/2024	04/28/2025	N/A	Daily	Daily	During Instructional Time	Across all Educational Settings
Refocusing and Redirection	04/29/2024	04/28/2025	N/A	Daily	Daily	During Instructional Time	Across all Educational Settings
Modified Assignments	04/29/2024	04/28/2025	N/A	Daily	Daily	Throughout the School Day	Across all Educational Settings.
Preferential Seating	04/29/2024	04/28/2025	N/A	Daily	Daily	Throughout the School Day	Across all Educational Settings
Support for Organizational Skills	04/29/2024	04/28/2025	N/A	Daily	Daily	Throughout the School Day	Across all Educational Settings
Transition early to next class	04/29/2024	04/28/2025	N/A	Daily	Daily	Throughout the School Day	Across all Educational Settings.
Use of Agenda	04/29/2024	04/28/2025	N/A	Daily	Daily	Throughout the School Day	Across All Educational Settings
Use of a Calculator	04/29/2024	04/28/2025	N/A	Daily	Daily	Throughout the School Day	Across all Educational Settings

Additional Time to Complete Assignments

04/29/2024 04/28/2025

N/A

Daily

During Instructional Time

Across all Educational Settings

Service Delivery Recommendation: Including Homework. He can have an extended turn in dates, within a week's time and specific turn-in location. Teacher prompt to turn in homework and or assignments.

Course	Level	Final Grade	Crdt Ernd	Crdt Atmpt	Date	Test	Score
Copiague Middle School - 2021 - 2022							
SPANISH 1	Level 1	91	1.00	1.00	08/17/2023	Regents Living Environment Special Appeal	SA
Total			1.00	1.00	01/23/2024	Regents Living Environment	57
2022 - 2023 Patchogue Medford High School							
CLASS PIANO I ALT	Level 1	68	0.50	0.50	06/04/2024	Regents Algebra I	49
ENGLISH 9	Level 1	70	1.00	1.00	06/18/2024	Regents NF Global History	54
FESTIVAL CHORUS	Level 1	98	1.00	1.00	06/24/2024	World Languages Checkpoint B	86
FOUNDATIONS OF MATH	Level 1	60	0.00	1.00	WEIGHTING		
GLOBAL HIST 1	Level 1	65	1.00	1.00	Level 3 = Advanced Placement 1.10		
LIVING ENV	Level 1	53	0.00	1.00	Level 2 = Honors 1.05		
PE 101	Level 1	100	0.50	0.50	Level 1 = Regents 1.00		
SPANISH 2	Level 1	81	1.00	1.00	Course grades on transcripts are unweighted.		
Total			5.00	7.00	Final Rank is based on seven semesters of study.		
2023 - 2024 Patchogue Medford High School							
ALGEBRA 1	Level 1	57	0.00	1.00	CTE CREDIT		
ENGLISH 10	Level 1	81	1.00	1.00	CTE credit may be granted to fulfill graduation requirements for English, Math, Science, Social Studies, and Health.		
FESTIVAL CHORUS	Level 1	99	1.00	1.00	Specific credits may not be noted on transcript.		
Foundations of Math CR	Level 1	84	1.00	1.00			
GLOBAL HIST 2	Level 1	67	1.00	1.00			
HEALTH ALT	Level 1	87	0.50	0.50			
METEOROLOGY	Level 1	76	0.50	0.50			
PE 201 FITNESS WELLNESS	Level 1	99	0.50	0.50			
SPANISH 3R	Level 1	81	1.00	1.00			
Summer School - Summer School - 2023 - 2024							
Living Env SS	Level 1	78	1.00	1.00			
Total			7.50	8.50			
2024 - 2025 (Current Year) Patchogue Medford High School							
ASTRONOMY	Level 1		0.00	0.50			
CLASS PIANO I & II	Level 1		0.00	1.00			
DISCOVERING GEOMETRY	Level 1		0.00	1.00			
ENGLISH 11	Level 1		0.00	1.00			
ENVIRON SCI	Level 1		0.00	0.50			
PE 401 LIFELONG ACTIVITIES	Level 1		0.00	0.50			
THEATER	Level 1		0.00	0.50			
TREBLE CHOIR	Level 1		0.00	1.00			
US HIST/GOVT 11	Level 1		0.00	1.00			
Total			0.00	7.00			
Grand Total			13.50	23.50			

Cumulative Weighted Average:77.1034

Course	Level	Final Grade	Crdt Ernd	Crdt Atmpt	Date	Test	Score
2020 - 2021 Patchogue Medford High School							
ADAPTIVE PE ALT	Level 1	98	0.50	0.50	06/02/2021	Regents Living Environment Exempt	E
ALGEBRA I	Level 1	85	1.00	1.00	06/17/2021	Regents Common Core Algebra I Exempt	E
ENGLISH 9	Level 1	93	1.00	1.00	06/17/2022	Regents NF Global History	67
GLOBAL HISTORY 1	Level 1	95	1.00	1.00	06/01/2023	Regents US History&Govt (Framework) Special Appeal	SA
LIVING ENV	Level 1	83	1.00	1.00	06/14/2023	Regents Common Core ELA	68
MEDIA ARTS	Level 1	91	1.00	1.00	WEIGHTING		
READING/WRITING 9	Level 1	89	0.50	0.50	Level 3 = Advanced Placement 1.10		
SPANISH 9 CULTURAL AWARENESS	Level 1	91	1.00	1.00	Level 2 = Honors 1.05		
Total			7.00	7.00	Level 1 = Regents 1.00		
2021 - 2022 Patchogue Medford High School							
ADVANCED COLLEGE PREP ALGEBRA	Level 1	96	1.00	1.00	Course grades on transcripts are unweighted.		
ARCHITECTURAL TECHNOLOGY 1	Level 1	100	1.00	1.00	Final Rank is based on seven semesters of study.		
ASTRONOMY	Level 1	97	0.50	0.50	CTE CREDIT		
ENGLISH 10	Level 1	93	1.00	1.00	CTE credit may be granted to fulfill graduation requirements for English, Math, Science, Social Studies, and Health.		
ENVIRON SCI	Level 1	98	0.50	0.50	Specific credits may not be noted on transcript.		
GLOBAL HIST 2	Level 1	93	1.00	1.00			
HEALTH ALT	Level 1	93	0.50	0.50			
PE 201 FITNESS WELLNESS	Level 1	100	0.50	0.50			
SS 10 LITERACY SKILLS	Level 1	97	0.50	0.50			
Total			6.50	6.50			
2022 - 2023 Patchogue Medford High School							
ARCHITECTURAL TECHNOLOGY 2	Level 1	99	1.00	1.00			
BEACON COLLEGE ALG	Level 3	90	1.00	1.00			
DESIGN AND DRAWING FOR PRODUCTION	Level 1	98	1.00	1.00			
ENGLISH 11	Level 1	93	1.00	1.00			
ENGLISH REGENTS PREP	Level 1	P	0.50	0.50			
MARINE SCIENCE 1	Level 1	93	0.50	0.50			
MARINE SCIENCE 2	Level 1	90	0.50	0.50			
PE 201 FITNESS WELLNESS	Level 1	100	0.50	0.50			
ROBOTICS 1	Level 1	97	0.50	0.50			
SS 11 LITERACY SKILLS	Level 1	92	0.50	0.50			
US HIST/GOVT 11	Level 1	90	1.00	1.00			
Total			8.00	8.00			
2023 - 2024 Patchogue Medford High School							
ARCHITECTURAL TECHNOLOGY 2	Level 1	99	1.00	1.00			
BUS MATH/FINANCIAL LITERACY	Level 1	91	1.00	1.00			
COLLEGE SEMINAR	Level 1	100	0.50	0.50			
COMPUTER APPL FOR COLLEGE/CAREER	Level 1	100	0.50	0.50			
DRAWING & PAINTING	Level 1	98	1.00	1.00			
ENGLISH 12	Level 1	97	1.00	1.00			
PART IN GOVT	Level 1	96	0.50	0.50			
PE 201 FITNESS WELLNESS	Level 1	100	0.50	0.50			
PRINC ECONOMICS	Level 1	91	0.50	0.50			
TECHNICAL DRAWING 1	Level 1	97	0.50	0.50			
TECHNICAL DRAWING 2	Level 1	100	0.50	0.50			
Total			7.50	7.50			
Grand Total			29.00	29.00			

Cumulative Weighted Average:94.6667

Transcript Equity

Favorable	Unfavorable
Your child sets an excellent example for peers through consistent kindness, responsibility, and leadership.	A meeting is recommended to discuss your child's progress and identify ways we can work together to support their success. Please contact the school's guidance department at 631-687-6300 to arrange a parent-teacher conference.
Your child is an active participant in classroom discussions and activities.	Your child is currently failing or in danger of failing. Your child should attend extra help sessions. We are committed to providing the extra assistance your child needs to get back on track.
Your child consistently demonstrates strong work habits and reliably follows classroom rules and routines.	Your child has difficulty following directions. Improvement is required in this area.
Your child is making steady progress academically and working towards grade-level achievement.	Your child is frequently unprepared for class. Coming to class ready to learn sets students up for success.
Your child demonstrates positive qualities. They are cooperative and well-mannered.	Your child's lack of focus impacts the completion of classwork and academic progress. Remaining on task can lead to greater academic success.
Your child sets an excellent example for peers through consistent kindness, responsibility, and leadership.	Your child's attendance/lateness is concerning. Arriving on time is essential. Please review the district's attendance policy.
Your child is a positive addition to the classroom learning environment.	Your child needs to participate in class discussions and activities. This would greatly benefit your child's learning, and we encourage you to discuss the importance of active engagement.
Your child displays a high level of character and sportsmanship.	Missing physical education class impacts your child's grade. Your child should attend physical education make-up classes.
Your child is a strong collaborator and respects the views of others.	Increased participation in class discussions and activities would greatly benefit your child's learning, and we encourage you to discuss the importance of active engagement.

Elementary Comments

Listening/Speaking	Math	Reading	Science/SS	General
Student listens effectively and applies understanding during classroom discussions.	Student is able to solve challenging math word problems.	Student is capable of reading independently for a sustained period of time.	Shows a clear grasp of the material and an eagerness to learn more about different cultures and historical events.	Approaches challenges with a positive attitude, showing resilience in the face of difficulties.
Actively listens and participates in group activities, contributing valuable ideas.	Student applies math vocabulary.	Student reads at an appropriate rate to support comprehension.	Enthusiasm for discovering how things work is evident in their classwork and discussions.	Collaborates well with peers.
Student is developing effective listening skills.	Student is developing their ability to persevere to solve math problems.	Please encourage consistent independent reading at home daily.	Increased participation with hands-on activities and investigations will help reinforce their learning.	Eagerness to explore and ask questions is commendable.
	Student is able to use models or the standard algorithm to complete division problems.		Shows a clear grasp of the material and an eagerness to learn more about different cultures and historical events.	A positive influence on others.
	Student makes use of provided reference charts and manipulatives.			The student would benefit academically and socially from increased participation in class activities and discussions.

We also have comments for Dual Language, ENL, and Special Areas



QUESTIONS