

BPS GRADING HANDBOOK

2021-22



“Putting children and families first to ensure high academic achievement for all”

BPS BOARD OF EDUCATION

2021-22

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“Putting children and families first to ensure high academic achievement for all”

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The Education Bargain with Students and Parents



An equal and high-quality education is every child's civil right; and, as educators, we must deliver on this essential democratic principle. The New Education Bargain is simple: The District will guarantee pathways to opportunity that will lead to achievement and success in exchange for hard work, commitment, and collaboration of our students and parents.

IT IS THE PARENT'S RESPONSIBILITY TO:

- Place a high premium on education
- Make sure your child goes to school and to all classes every day
- Make sure your child does his in-school work to the best of his ability and puts in additional study time (up to two hours each day) outside of school hours
- Make sure you and your child show respect for teachers and for staff

Rigorous
Early Elementary
Education

Strong
Community
Schools

New
Innovative
High Schools

Extended
Learning Excellence
for All Our
Students

Services for
Our Neediest
Children and
Families

New
Relationship with
Our Teachers



STUDENT SUCCESS PLAN

FOCUS AREAS AND OBJECTIVES

Academic Achievement

1a. Prepare students to be successful readers & writers by end of grade 3

1b. Follow rigorous curricula aligned to NYS learning standards

1c. Create an assessment system to inform instruction

1d. Deliver high-quality instruction and student supports

1e. Organize classrooms to foster success

Universal Access

2a. Enhance programming for multilingual and special education

2b. Provide all students with access to rigorous curricula through CLRT and other initiatives

2c. Strategically manage and leverage technology and data systems

2d. Meet the instructional, social, emotional, and wellness needs of all students through intervention, enrichment

2e. Improve communication with students, parents, and community stakeholders

Development and Support

3a. Systematize professional development

3b. Develop and support delivery of standards-aligned instruction and supports for all students

3c. Develop and support use of data to increase student outcomes

3d. Develop and support delivery of instruction and programming that meets the needs of all students

3e. Cultivate family and community engagement in the work

Organizational Effectiveness

4a. Align resources with strategic priorities

4b. Foster a culture of high expectations to support college and career readiness for all students

4c. Foster a culture of data-driven decision making

4d. Provide multi-tiered systems of support (MTSS) for students

4e. Increase opportunities for student success

OBJECTIVES

BPS PHILOSOPHY OF ASSESSMENT AND GRADING

State learning standards tell what a student should know and be able to do by the end of a grade level or grade band. The purpose of instruction is to help students make progress toward achieving grade-level learning standards.

The primary purpose of collecting student data is to measure how well students have progressed toward meeting grade-level standards in a particular subject. Therefore, tests and assignments must be designed to most effectively measure this progress. Learning is a recursive process and students require multiple opportunities to demonstrate mastery, which includes a reasonable opportunity to make-up or revise assignments as appropriate. The most important standards should be measured multiple times in varying ways in order to collect the most accurate data regarding student mastery.

The secondary purpose of collecting student data is to measure the effectiveness of the curriculum and instructional methodology. When groups of students consistently evidence poor mastery of standards, it is necessary to evaluate whether repetition is necessary, whether the instructional delivery needs to be modified, whether there are gaps in the curriculum that must be addressed, and/or whether the student requires a more intensive level of instruction.

The purpose of grading is to convey information to students and parents regarding student progress toward mastery of standards. Timely and specific feedback regarding student progress helps students understand what skills they need to practice, what areas to study, and what assistance to seek in order to improve their skills and ensures parents are aware of their student's progress prior to receiving a report card.

DEMONSTRATED LEARNING

It is important that every student receives a grade that is reflective of their demonstrated learning. During the current school year, teachers will assign an alpha (K-2) or numeric (3-12) marking period grade to students. In rare instances, extenuating circumstances might warrant an Incomplete (I) for the quarter. In such cases, teachers need to have a discussion with the school principal. If it is determined that an Incomplete should be issued, students will receive new due dates to submit the assignments.

If students are unable to complete work due to technology concerns, teachers need to provide students with alternative means to submit work and assess the learning objectives.

GRADING CONSIDERATIONS

Teachers need to support student's academic needs in a variety of ways, including response to intervention (RTI), academic intervention services (AIS), and differentiation during core instruction. Students should have opportunities, when appropriate, to revise assignments to better demonstrate their understanding of the current learning objectives. In addition, some students may struggle to submit assignments in a timely fashion during the marking period. Teachers should support students to complete assignments and consider flexible deadlines and practices for submission of assignments during the quarter.

Teachers need to communicate with parents and guardians about the student's academic needs including performance expectations, missing assignments, engagement with learning, and other academic factors.

Encourage parents to access the District's Learning Management System (LMS), Schoology, to see assignments. Likewise, encourage parents to use Parent Portal to receive updated information related to their child's academic performance.

BPS GRADING SCALE 2021-22

Grading scale

The District has adopted a numeric grading scale for grades 3-12. The chart below reflects conversions between numeric, alpha and levels for teacher use, though only the numeric score will be reflected on the report card and transcripts. Effective 2017-18 the passing grade for students in grades 3-6 was changed from a 75 to a 65.

Students in grades K-2 will not be graded using a numeric scale.

Numeric Grade	Letter Grade	4.0 Scale
97-100	A+	4.0
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
65-66	D	1.0
Below 65	F	0.0

NB: Please remember that RTI/AIS teachers cannot assign a numeric grade on the report card. Students will receive an “S” (satisfactory) or “U” (unsatisfactory). “Satisfactory” indicates that the student is working to mastery in the intervention program in which the student participates.

GRADE REPORTING TIMELINE

2021 - 2022 Grade Reporting Timeline

Grade Reporting Timeline	Report Card Grades Close	Teacher Grade Input Window	Report Cards Mailed to Home
#1	Friday, Nov 12, 2021	11/15 – 11/19/2021	11/30/2021
#2	Friday, Jan 28, 2022	01/31 – 02/04/2022	02/11/2022
#3	Friday, April 22, 2022	04/25 – 04/29/2022	05/06/2022
#4	Friday, Jun 24, 2022	06/13 – 06/24/2022	07/08/2022
Progress Reporting Timeline	Progress Report Grades Close	Teacher Grade Input Window	Progress Reports Mailed to Home
#1	Friday, Oct 8, 2021	10/12 – 10/18/2021	10/25/2021
#2	Friday, Dec 17, 2021	12/20 – 01/03/2022	01/10/2022
#3	Friday, Mar 11, 2022	03/14 – 03/18/2022	03/25/2022
#4	Friday, May 20, 2022	05/23 – 05/27/2022	06/06/2022

Notes:

- Timeline is based on 39-week calendar
- Grades are available in the parent portal as soon as they are entered by the teacher
- Sept 8th first day of school
- Sept 8th to Sept 10th first week of school
- H.S. Regents Exams Jan 25th - Jan 28th (Week 20)
- H.S. Regents Exams June 14th – June 23rd (Weeks 38-39)
- June 21st to June 24th last week of school
- June 23rd last day for students

RECOMMENDED CORE AREA GRADING CATEGORIES

Listed below are the recommended grading categories for core area subjects. All assignments must be academic in nature. For instance, no extra credit will be given for bringing in supplies or other non-academic activities.

Homework (5-15%)

Homework is an important way to provide additional standards-aligned practice and can provide teachers with valuable information regarding a student's understanding of previously-taught skills. Homework assignments should be reviewed in a timely fashion and constructive feedback provided to students to ensure growth. When creating homework assignments, consideration must be given to a student's ability to complete the work independent of teacher support in a non-school setting. Because of this, homework should never be heavily weighted in a student's overall course average, especially in the elementary grades. In a departmentalized or high school setting, teachers should also consider how much homework is being assigned in each course so that students can realistically complete it.

In-class Assignments (35-50%)

In-class assignments include work completed during the instructional day and under the supervision of a teacher. In-class assignments must be measurable in order to accurately reflect student growth. Criteria for Success, checklists and rubrics are common ways to assess student progress. Some examples of in-class assignments include:

Bellwork/Do Now	Math sprints, fluency drills	Learning area work
Science Labs (K-8)	End-of-chapter reviews	Journals, notebooks
Partner/group work	Writing assignments	Programmatic worksheets

*Participation should not be used as a grade

Assessments and Projects (35-50%)

There are numerous types of assessments that teachers can use to measure student progress (Appendix C). The most typical types of assessments that are included in student averages are based on student understanding of curriculum being taught in class. Some types of assessments, however, should not be incorporated into grades (e.g., pre-assessments, screening measures, progress monitoring, diagnostics) because they measure student growth on grade-appropriate skills but do not always directly correspond to instruction in the classroom.

When assigning projects, there are multiple considerations that will enable students to produce their best work and enable teachers to better assess student understanding. The Assignment Review Protocol (Appendix B) is a useful tool to assist teachers in planning projects. Criteria for Success, checklists and rubrics are common ways to assess projects.

Grade level or subject area teams should consider assigning the same projects, quizzes or tests in order to compare performance across classrooms. Common tests and assignments measure how well students have mastered the concepts that the team has collectively decided are most relevant to the course. Student products can then be graded as a group providing the greatest level of objectivity.

Please note, it is appropriate to weight individual assessments or assignments differently within these broad categories (e.g., a test should weigh more heavily than a quiz).

Some examples of assessments and projects include:

Research projects	Book reports	Oral reports, speeches, debates
Writing assignments	Exit tickets	Programmatic assessments
Teacher-created tests, quizzes	Summative assessments	Performance assessments

RECOMMENDED ENCORE AREA GRADING CATEGORIES

For the 2021-22 school year, students in grades 3-12 will receive a numeric report card score for the following subjects: English, mathematics, science, social studies, art, music, CTE, health, physical education and world languages. All of the grades are included in the student's GPA.

All encore subjects are included in a student's high school GPA. Beginning in 2018-19, physical education grades were included in high school students' GPAs. Please refer to BOE Regulation 7210R in the Appendix of this document for further information.

All assignments must be academic in nature. For instance, no extra credit will be given for bringing in supplies or other non-academic activities.

Bellwork (5%)

Art: Journal work

Music: Listening Journals

CTE: Vocabulary Notebooks

World Languages: Review

Health: Daily Question/Reflection

Physical Ed: Warm ups

Daily Work -Project/Performance-based (30-60%)

Art: Unit-based Project

Music: Daily Practice and Performance, Skill Development

CTE: Unit-based Project

World Languages: Application of Written and Oral Skills

Health: Role Playing and Skill Development

Physical Ed: Skill Development and Physical Performance

Formative Assessments (10-25%)

Lab work

Written assignments

Critiques

Exit tickets

Checklists/rubrics

Journaling

Collaborative activities

Questioning/reflection

Summative Assessments (20- 45%)

Art: Final Projects/Rubrics, Unit Exams, Presentations

Music: Unit/Topic Exams, Final Performances, Compositions, Projects

CTE: Final Projects/Rubrics, Unit exams

World Languages: Unit/Topic Exams, Rubrics

Health: Unit Exams, Skill Rubrics

Physical Ed: Unit Exams, Skill Rubrics

NB:

- Homework can be included in the project/performance-based Daily Work section.
- These guidelines can be used for grades K-12.
- Teachers are not limited to the suggestions above, but must include the four categories listed above.
- When a course is taught in one school by more than one teacher, it is best to align grading practice for consistency.

INFINITE CAMPUS & SCHOOLY GRADE BOOKS

Official Grade Book

Teachers are required to use the Infinite Campus Grade Book for recording student grades. Training will be available for all new teachers during the 2021-22 school year. Directions are provided in the Appendix to this handbook.

Schoology Grade Book

Teachers may maintain their assignment grades in the Schoology and then integrate them into Infinite Campus for reporting. Directions are provided in the Appendix to this handbook

Naming Conventions

It is best to be clear and concise when naming assignments in Grade Book, remembering that parents and students will view these through Parent Portal. For instance, “Test – Unit 1 - American Revolution” provides more information for parents than “Test #1.” “Exit Ticket – Module 1 Lesson 1 - Arrays” is clearer than “Exit Ticket #1.”

A simple naming convention might be “Type – Unit/Module/Lesson – Topic.”

Spelling Test – Unit 1 Lesson 3 – Short o sound

Mid-module Test – Module 1 – Topics A & B

Project – Unit 1 – Geography of the Americas

Essay – Module 1 - Inside Out and Back Again

FEEDBACK AND RUBRIC USE

When grading projects, essays, and the like, it is important to use student friendly rubrics and/or provide criteria for success. These should be explained to students when the task is assigned so that students know what is expected. Whenever possible, exemplars and non-exemplars should be analyzed. These practices will enable students to produce their best work.

Frequent, timely and specific feedback will also foster student growth. It is best to tie feedback to scoring rubrics so that students understand exactly what they did well and what they can do to improve. For instance, if the rubric calls for students to provide evidence to support the claim but a student fails to do so, it would benefit the student to be told that the evidence provided did not support the claim, or that there was not sufficient evidence to support the claim. Vague feedback (“Good work”) will not help students grow.

BACKMAPPING PROJECTS

Young students and students lacking strong study skills may not realize that they need to break longterm projects into small, manageable chunks. For instance, a research paper can be broken down into these elements: identify topic, research and take notes, create bibliography, outline, draft, revise, produce a final draft, edit. It is helpful to teach students to backmap elements of projects from the final due date. In other words, students should be shown how to establish personal due dates for each part of the larger project. This is a life skill that will benefit them long after they leave school. If providing these due dates to the students, it is still helpful to explain the process.

CONNECTION TO NYSUT RUBRIC

Connection of grading practices to NYSUT Rubric:

VI.4.A Maintain records

1. The teacher maintains his/her grade book and is able to either discuss it or provide a sample during a pre- or post-conference.
2. The teacher takes attendance accurately and is able to discuss it or provide a sample during a pre- or post- conference.
3. The teacher maintains other records such as IEPs or data binders and is able to discuss them or provide a sample during a pre- or post-conference.
4. The teacher maintains parental contact logs.
5. The teacher uses eDoctrina regularly and uses the data to inform instruction.

MULTILINGUAL GRADING PRACTICES

Assigning Grades for the Integrated ENL Setting

An integrated instructional settings is that in which multilingual language learners (MLLs) and monolingual learners are instructed together by both a core area teacher and an ENL teacher for at least a portion of the period.

In grades Kindergarten-12, ENL students will be scheduled using integrated course codes (Appendix F). The ENL teacher co-teaching in a course will be attached to both the general education course and the Integrated ENL course. The classroom or content-area teacher will be the primary teacher on both the general education course code and the Integrated ENL course code. For teachers present for a portion of an instructional block, schedulers should enter a number in the “Percent” field that reflects the amount of time spent in the classroom.

Please note, ENL teachers should only be integrated into core content areas. Please refer to the NYSED Units of Study documents for guidance on how many units of ENL service are required. Students receiving Integrated ENL services should receive **one** standards-based (K-2) or numeric (3-12) grade for each content-area course. All ENL students are to receive a number grade for all coursework. One composite grade is given per student for each content area.

The MLL student’s grade will be reflective of both performance on content-based work as well as progress towards English language goals. MLLs must make progress toward language objectives, differentiated in terms of product. For example, the expected product of an Entering Level student may differ from that of a Transitioning Level student. However, the overall language objective remains the same. As language objectives are developed to support a content objective, formative assessments must be developed to measure progress toward said objectives.

Language objectives should

- state what students should be able to do
- be linked to the content objective and NYS learning standards
- be measureable and observable
- address all language modalities (listening, speaking, reading, and writing)
- contain differentiated criteria for multiple student groups
- be comprehensible to the student
- be evident in the learning experience

(Saphier 2008)

Differentiated Criteria for Success Example:

Content objective:

Students will be able to distinguish between learning at school and at home by previewing text, reflecting on past experiences, and making predictions.

Language objective:

Students will be able to discuss and write predictions by building complete sentences and/or statements. The sentences/statements will contain:

Team 1	Team 2	Team 3
<ul style="list-style-type: none"> • One person, one action • The word “will” <p>Ex: The boy will...</p> <ul style="list-style-type: none"> • Pointing to the picture when talking about the prediction 	<ul style="list-style-type: none"> • The following sentence starter: <p>I predict that ...</p> <ul style="list-style-type: none"> • A sentence containing a person and at least one action 	<ul style="list-style-type: none"> • The following sentence starter: <p>I predict that ...</p> <ul style="list-style-type: none"> • A sentence containing a person and at least one action • A sentence that explains the prediction

After establishing the differentiated criteria for success, the student product can be scored using the following rubric.

1	2	3	4
Student product does not meet criteria for success for established language objective	Student product meets some criteria for success for established language objective	Student product meets most criteria for success for established language objective	Student product meets all criteria for success for established language objective

Please note, the ENL teacher will lead this portion of the grading and share results with/provide input to the core area teacher.

Assigning Grades for the Stand-alone ENL Setting

Stand-alone ENL will appear as a course in Infinite Campus for grades K-12. In grades 9-12, students will receive an elective credit upon successful completion. For Stand-Alone ENL, students will receive an S or U grade as a marking period grade in Infinite Campus. Teacher are expected to complete mid-quarter reports for each student, in order to communicate student progress in language and literacy. ENL teachers will be expected to enter a grade in Infinite Campus for all stand-alone courses.

Grades for Home Language Arts are to be developed in the same manner as grades for English Language Arts. This is the case both for students receiving HLA on a daily basis, as well as students receiving HLA instruction on alternate days. Students in grades 9-12 receiving a grade of 65 or higher for a Home Language Arts course will receive 1.0 Language credit.

Assigning Grades for the Stand-alone ENL Setting (cont.)

The ENL teacher must arrive at a grade reflective of the progress made by the MLL. The ENL teacher will need to use multiple measures to accurately assess the MLL's progress. An ENL teacher should consider the following when developing a grade for an MLL:

- Has a literacy level been established for the student?
- Can the teacher provide empirical evidence to show progress in literacy?
- What language-based assessments are being used to demonstrate growth?
- Are rubrics based upon the NYSESLAT Performance Level Descriptors for each language modality?

Teachers must use the District-adopted curriculum for all ENL stand-alone periods. Mini-lessons have been created to enhance students' speaking, listening, writing and speaking skills. Literacy assessment results, oral language development, writing progress, listening skills and other measures will inform these stand-alone grades.

SPECIAL EDUCATION GRADING PRACTICES

Grades are an objective reflection of a student's progress toward mastery of grade-level standards. Teachers should hold special education students to the same standards as general education students. This means that special education teachers must deliver specially designed instruction (SDI) to help students access the general education curriculum as specified in their IEPs and must ensure that the students' IEP goals are properly implemented. All teachers of special education students, including core and encore teachers, are responsible for implementing appropriate accommodations as per a student's IEP under the NYSED part 200 regulation. Teachers sign a Chapter 408 form acknowledging that they have received a copy or have read the IEP. Copies of a student's IEP are available through Infinite Campus.

Progress Monitoring for Students with Disabilities (Individualized Educational Plans)

All special education teachers are required to complete the Progress Monitoring Report for each student's IEP goals in Frontline. Teachers must then print the completed progress monitoring form and send it home to parents every 10 weeks with the report card and file it in the student's folder. This is in addition to students' report cards. Teachers must provide parents with details that allow them to understand their child's current level of academic performance and how students must grow to achieve their goals. Meaningful comments on all goals provide parents with the details of a teacher's assessment of their child's progress. A special education teacher may also e-mail the Progress Report home to parents.

Progress Monitoring for Students with Disabilities (Behavioral Intervention Plans)

The parents of all students with Behavioral Intervention Plans (BIP) must also receive a progress report related to their child's growth on the goals of the BIP. BIP Quarterly Progress Monitoring Reports must be given to parents every ten weeks with the report card and filed in the students' folder. Teachers must be sure to use data points that directly correlate with the target goal/behaviors. A special education teacher may also e-mail the Progress Report home to parents

Roles and Grading Responsibilities in the Integrated Co-teaching Setting / Consultant Teacher for Students with Disabilities		
General Education Teacher	Special Education Teacher	ENL Teacher
<ul style="list-style-type: none"> • Accesses student IEPs via Infinite Campus and implements accommodations/modifications that are identified on the IEP • Reviews, implements and signs Chapter 408 for students with IEPs and BIPs • Collaborates with special education teacher to determine appropriate implementation of accommodations and modifications aligned to students IEP • Collaborates with special education and/or ENL teacher to determine final grade for assignments and overall course/class • Ensures accurate reporting of grades • Collaborates with SE and/or ENL teachers to create and provide fair assessments that allow students an equal opportunity to demonstrate what they know (Bauer and Brown 2001) • Holds ongoing discussions with special education teacher regarding student's IEP and progress or lack of expected progress toward annual goals and success with the general education curriculum 	<ul style="list-style-type: none"> • Shares individual students IEP directed accommodations and/or modifications, including goals/objectives related to the content/course. • Ensures all teachers sign off on Chapter 408 • Implements Specially Designed Instruction (SDI) to ensure that SWDs have the necessary individualized supports to access general education curriculum • Incorporates IEP required accommodations and/or modifications into lesson plans • Collaborates with general education teacher to create and provide fair assessments that allow students an equal opportunity to demonstrate what they know (Bauer and Brown 2001). • Collaborates with general education teacher in final grade determination for assignments and overall course as determined by the student's IEP • Designs and completes progress monitoring forms for collection of data on student progress on IEP goals/objectives. • For those SWDs who require the progress monitoring of BIP goals, teachers must use the district approved • Assists with grading assignments and tests • Completes quarterly IEP and BIP progress notes 	<ul style="list-style-type: none"> • Shares students' English language proficiency level • Reviews, implements and signs Chapter 408 for students with IEPs and BIPs • Plans, prepares and delivers instructional activities that facilitate active learning experiences and lead to the development of English language proficiency in reading, writing, speaking and listening • Establishes and communicates clear language objectives that complement content objectives. • Collaborates with classroom and/or special education teacher to incorporate scaffolds and strategies that will support language acquisition • Identifies and utilizes different instructional resources and methods to support the learning needs of students at varying levels of progress • Works on foundational literacy skills during stand-alone ENL • Collaborates with general education and SE teacher to create and provide fair assessments that allow students an equal opportunity to demonstrate what they know (Bauer and Brown 2001). • Collaborates with general education teacher to determine final grade for assignments and overall course class • Maintains accurate and complete records of student progress and language development (ELL portfolios) • Fosters and maintains effective communication with parents and/or guardians • Meets with parents and/or guardians on an annual basis to specifically review progress toward English language acquisition
<p>*All above responsibilities are expected. However, other necessary responsibilities must be done that are deemed appropriate and align with District goals and initiatives.</p>		

Roles and Grading Responsibilities of Teachers that Service Students in a Special Class

Special Education Teacher	Classroom Paraprofessional	General Education Teacher (Encore Subjects) Art, Music, Technology, Physical Education and Home and Careers
<ul style="list-style-type: none"> • Ensures general education teacher is aware of any individual students IEP directed accommodations and/or modifications, including goals/objectives related to the content/course • Ensures all teachers sign off on Chapter 408 • Creates lessons that align with student IEPs • Collaborates with encore subject area teachers to create and provide fair assessments that allow students an equal opportunity to demonstrate what they know (Bauer and Brown 2001) • Collaborates with encore subject area teachers to determine final grade for assignments and overall course class as determined by the student's IEP • Designs and completes progress monitoring forms for collection of data on student progress on IEP goals/objectives. • For those SWDs who require the progress monitoring of BIP goals, teachers must use the district approved Progress Monitoring Tracker form(s) to collect this data. • Grades all assignments and tests • Completes IEP and BIP progress notes on a quarterly basis • Creates Specially Designed Instructional lessons to meet students individual needs 	<ul style="list-style-type: none"> • Assists in preparing materials as needed to enhance student learning • Implements and supports students under the direction of teacher(s) • Assists in collection of data on student mastery of material using criteria/checklist developed by general and special education teacher • Provides information requested by teacher(s) on student progress • Assists in the collection of data that may be associated with a student's BIP (for example, tallying the frequency and duration of a behavior on a form, awarding behavior points, etc.) 	<ul style="list-style-type: none"> • Accesses student IEPs via Infinite Campus and implements accommodations/modifications that are identified on the IEP • Collaborates with special education teacher to determine appropriate implementation of accommodations and modifications aligned to students IEP • Collaborates with special education teacher to determine final grade determination for assignments and overall course/class • Ensures accurate reporting of grades • Collaborates with special education teacher to create and provide fair assessments that allow students an equal opportunity to demonstrate what they know (Bauer and Brown 2001) • Reviews, implements and signs Chapter 408 for students with IEPs and BIPs • Holds ongoing discussions with special education teacher regarding student's IEP and progress or lack of expected

APPENDIX A

BOE REGULATION 7210R

SUBJECT: PROMOTION REQUIREMENTS (KINDERGARTEN – GRADE 12)

PRE - KINDERGARTEN:

All pre-kindergarten students will be promoted to kindergarten.

KINDERGARTEN through GRADE 2:

To be promoted to the next grade, a student must meet the following requirements:

Demonstrate mastery of or appropriate growth toward grade level skills in English language arts (ELA); if applicable; home language arts (HLA) if enrolled in a bilingual education program; mathematics; social studies; science; and encore subjects.

If a student with disabilities does not meet the requirements for promotion, a school principal may promote the student by taking into consideration progress toward IEP goals and other relevant data points.

If a student who is an English language learner does not meet the requirements for promotion, a school principal may promote the student by taking into consideration his/her progress toward language acquisition and other relevant data points.

Teachers will make recommendations and principals will make the final determination of student promotion to subsequent grade levels using multiple measures. In all cases, the principal must consider the long term educational impact on the student.

GRADES 3 through 6:

To be promoted to the next grade, a student must meet the following requirements:

- Students must earn a final overall average of 65% or higher. The overall average is based on the content areas of English language arts (ELA); and home language arts (HLA); mathematics; science; social studies; and encore subjects. Encore subjects will be calculated into quarterly and final averages using a .3 weight.
- Students must demonstrate mastery of or appropriate growth toward grade level skills in ELA; stand-alone ENL and HLA if a student is enrolled in a bilingual program; mathematics; science; social studies; and encore subjects.

If a student with disabilities does not meet the requirements for promotion, a school principal may promote the student by taking into consideration progress toward IEP goals and other relevant data points.

If a student who is an English language learner does not meet the requirements for promotion, a school principal may promote the student by taking into consideration his/her progress toward language acquisition and other relevant data points.

If a student does not earn a final overall average of 65%, teachers will make recommendations regarding promotion or retention and principals will make the final determination using multiple measures. In all cases, the principal must consider the long term educational impact on the student.

The lowest mark that can be recorded on the report card for any student in grades 3 – 6 is 60%.

**ENL integrated coursework should be considered in the calculation of the subject area grade. ENL stand-alone courses should receive a grade on the report card.*

APPENDIX A

BOE REGULATION 7210R

GRADES 7 AND 8:

To be promoted to the next grade, a student must meet the following requirements:

Earn a final average of 65% or higher in three of the four core subject areas. English language arts and/or home language arts (if a student is enrolled in a bilingual program) and mathematics **must** be two of the three academic subject areas with a final average of 65%. The third core subject area used to determine promotion must be either social studies or science.

The student's quarterly and final overall average is based on the content areas of ELA; stand-alone ENL* and HLA if applicable; mathematics; science; social studies; and encore subjects. Encore subjects will be calculated into quarterly and final averages using a .5 weight.

**ENL integrated coursework should be considered in the calculation of the subject area grade. ENL stand-alone courses should receive a grade on the report card.*

Any student in grades seven or eight who is identified as not having met the promotion criteria based on academic performance must attend the Buffalo City School District summer offerings (if available) to be promoted.

If a student does not earn a final average of 65% in English language arts, mathematics, and either social studies or science, teachers will make recommendations regarding promotion or retention and principals will make the final determination using multiple measures. In all cases, the principal must consider the long term educational impact on the student.

If a student with disabilities does not meet the requirements for promotion, a school principal may promote the student by taking into consideration progress toward IEP goals and other relevant factors.

If a student who is an English language learner does not meet the requirements for promotion, a school principal may promote the student by taking into consideration his/her progress toward language acquisition and other relevant data points.

Determining the Final Course Average

Encore Courses

The lowest mark that can be recorded for an encore course is 50%.

The student's final grade will be the average of the assigned quarterly scores.

Core Area Courses

The lowest mark that can be recorded for the first, second, and third marking periods for the four core subject areas is 50%.

For the fourth marking period the student's report card grade will reflect the actual earned score with no minimum. The student's final grade will be the average of the four scores.

For students taking any Checkpoint A and/or Regents Examinations offered in eighth grade the actual examination score will be reflected on the report card.

APPENDIX A

BOE REGULATION 7210R

HIGH SCHOOL PROMOTION/GRADUATION CRITERIA

Students are only eligible for graduation if they have met their cohort graduation requirements. These include a minimum of 22 credits earned **and** passing five (5) required Regents examinations or approved Pathway Alternatives per current school year regulations.

To receive course credit a student must achieve a minimum class average of 65%. Specific requirements for Languages Other Than English are clarified in Appendix B of this regulation.

Promotion is based on acquiring the requisite course credits at each grade level.

GRADE 9: Students should accrue at least 5 units of credit.
GRADE 10: Students should accrue at least 10 units of credit.
GRADE 11: Students should accrue at least 15 units of credit.
GRADE 12: To earn a diploma, students must have accrued at least 22 units of credit based on NYS Regulations. <u>In Addition:</u> <i>All Regents examination requirements must be met.</i> NB: Schools may establish requirements that exceed those itemized above with the approval of the Board of Education.

Cohort: Students become members of a designated cohort based upon the year they enter ninth grade. Students will be counted as members of this cohort until they meet the requirements for graduation regardless of the number of years or until age 21. NB: Cohort and grade level will not necessarily be the same.
--

APPENDIX A

BOE REGULATION 7210R

Determining the Final Course Average for Grades 9 -12

The student's quarterly and final overall average is based on the content areas of ELA; and HLA if applicable, mathematics; science; social studies; art, music, health, and CTE. Non-core subjects will be calculated into quarterly and final averages based on units of credit accrued.

Beginning with Cohort 2018 and all cohorts thereafter, the student's quarterly and final overall average is based on the content areas of ELA; stand-alone ENL and HLA if applicable, mathematics; science; social studies; art, music, health, and CTE and physical education. Non-core subjects will be calculated into quarterly and final averages based on units of credit accrued.

Advanced Placement and International Baccalaureate courses will be calculated at a 1.1 weight as applied to the 4.0 grade point average utilized on student transcripts.

**ENL integrated coursework should be considered in the calculation of the subject area grade. ENL stand-alone courses should receive a grade on the report card.*

For Single Semester Courses (20 weeks)

- The lowest mark that can be recorded for the first ten weeks of the course (first or third marking period) period is 50%.
- For the second ten weeks of the course (2nd or 4th marking period) the student's report card grade will reflect the actual earned score with no minimum.
- The student's final grade will be the average of the two scores.
- The course average must be greater than or equal to 65% for the student to earn credit.

For Full Year Courses (40 weeks)

- The lowest mark that can be recorded for the first, second and third marking periods is 50%.
- For the fourth marking period the student's report card grade will reflect the actual earned score with no minimum.
- The student's final grade will be the average of the four scores.
- The course average must be greater than or equal to 65% for the student to earn credit.

Awarding Credit

Course credit will be awarded to those students who have a final average of 65% or higher, regardless of a grade earned on a Regents examination.

For all students taking Regents Examinations, Languages Other Than English Checkpoints, Advanced Placement and International Baccalaureate exams, the actual earned examination grade (score) will be reflected on the report card.

Students with disabilities (regardless of cohort) will meet the diploma examination requirement when a score of 55% or higher is achieved on a Regents examination or a passing score on an alternative examination approved by the Commissioner.

For High School Graduation Standards please refer to Buffalo City School District Policy #7223 and the New York State Education Department Part 100 Regulations.

APPENDIX A

BOE REGULATION 7210R (APPENDICES TO 7210R)

Diploma Requirements

Subject	Credits
ELA/integrated ENL *	4.0
Mathematics	3.0
Science one commencement level life science one commencement level physical science	3.0
Social Studies	4.0
World Languages/Native Language Arts	1.0
Physical Education	2.0
Art or Music	1.0
Health	0.5
CTE requirements or Electives**	3.5
Total Credits for graduation	22.0

*Integrated ENL/ELA is not a separate credit; it is part of ELA

BPS Grading Scale

Numeric	Letter	4.0 Scale
97-100	A+	4.0
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
65-66	D	1.0
Below 65	F	0.0

For World Languages - Requirements for Graduation

Checkpoint A (Grade 8)	Checkpoint B (Grades 9 – 12)
<p>To meet the credit requirement (graduation requirement) a student in grade 8 must pass the Checkpoint A examination with a minimum of 65% AND have a minimum class average of 65% in a World Language course.</p> <p>*Bilingual Schools: Students enrolled in grade 8 Native Language Arts maybe awarded one (1) unit of credit for successful completion (minimum class averages if 65%) of the course</p>	<p>To meet the credit requirement (graduation requirement) a student in grades 9 – 12 must have a minimum class average of 65% in a World Language course.</p> <p>Note: Once a student enters 9th grade, a Checkpoint A examination is no longer required to earn a unit of credit.</p> <p>In order to earn advance designation, a student must successfully complete Level II and III and earn a minimum score of 65 on the Checkpoint B examination.</p>

A student identified as having a disability which adversely affects the ability to learn a language may be excused from the World Language requirement set forth in this subparagraph if such student's individualized education program indicates that such requirement is not appropriate to the student's special education needs. Such a student need not have a sequence in a World Language but must meet the requirements for the total number of credits required for a diploma.

APPENDIX A

BOE REGULATION 7210R (APPENDICES TO 7210R)

Approved Pathways Alternatives

Under the “4+1” pathway assessment option, students must take and pass four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, math, science, and social studies) and a comparably rigorous assessment for the fifth required exam to graduate. The fifth assessment required for graduation may include any one of the following assessments:

- Either an additional Regents assessment, or a Department approved alternative, in a different course in Social Studies or in English (Humanities Pathway); or
- One additional Regents Examination in a different course in mathematics or science or a Department-approved alternative (STEM Pathway); or
- A pathway assessment approved by the Commissioner in accordance with §100.2(f)(2) of the Commissioner’s regulations (which could include a Biliteracy [World Language] Pathway); or
- A CTE pathway assessment, approved by the Commissioner in accordance with §100.2(mm), following successful completion of a CTE program approved pursuant to §100.5(d)(6) of the regulations (CTE Pathway); or
- An arts pathway assessment approved by the Commissioner in accordance with §100.2(mm) (Arts Pathway).

The Board of Regents approved another option to expand the current 4+1 pathway option to include a 4 + 1 CDOS Pathway. This is now available to students otherwise eligible to graduate beginning June 2016 and thereafter.

First: the regulatory change allows all students to earn the CDOS credential. Previously only students with disabilities had access to this credential.

Second: The regulation allows the +1 pathway option to be fulfilled by the CDOS credential rather than a 5th assessment. Students have to pass one test in each discipline and then meet all the requirements described to earn the CDOS credential

The 4+1 pathway option is effective beginning with students who first entered grade 9 in September 2011 and thereafter, or who are otherwise eligible to receive a high school diploma in June 2015 and thereafter.

CDOS as a stand-alone credential: Students who are unable to successfully complete all the Regents or local diploma requirements but do complete all the CDOS credential requirements may receive a CDOS credential.

APPENDIX B

ASSIGNMENT REVIEW PROTOCOL

The purpose of the Assignment Review Protocol is to assist teachers in planning in-class assignments, written and oral reports, projects, and other such activities. The indicators represent considerations that will enable students to produce their best work and enable teachers to better assess student understanding.

<input type="checkbox"/>	<p>ALIGNMENT</p> <ul style="list-style-type: none"> • Assignment is aligned to grade level standard(s)/skills • Assignment reinforces or extends previously taught skills
<input type="checkbox"/>	<p>OBJECTIVE MEASUREMENT</p> <ul style="list-style-type: none"> • Assignment provides an objective way to measure students' understanding of the selected standard(s)/skill(s) • A Criteria for Success or rubric is provided to explain how students can demonstrate progress toward mastery of the standard(s)/skill(s); grading and feedback will be tied to these indicators
<input type="checkbox"/>	<p>DIRECTIONS</p> <ul style="list-style-type: none"> • Directions state when the assignment is due • Directions state how much the assignment is worth toward final grade • Directions include specific requirements, if applicable (e.g., minimum number of words or pages, maximum font size, etc.) • Directions explicitly outline what steps must be followed to complete the assignment
<input type="checkbox"/>	<p>SCAFFOLDING</p> <p>The assignment is scaffolded as necessary to meet students' academic and linguistic needs. For example, the following may be provided:</p> <ul style="list-style-type: none"> • graphic organizers • sentence frames or starters • steps may be broken down into smaller chunks or backmapped from due date • home language supports (e.g., translations, glossaries, etc.)
<input type="checkbox"/>	<p>ACCOMODATIONS (as per IEP, if applicable)</p> <p>Consideration has been given to any accommodations/modifications students may receive, such as</p> <ul style="list-style-type: none"> • audio recordings • more detailed organizers • photographs vs. drawings • assistive technology • extended time or reduced number of problems
<input type="checkbox"/>	<p>MODELING</p> <p>Exemplars (and non-exemplars, as appropriate) of proficient work are provided for student review, or the task has been modeled by the teacher</p>
<input type="checkbox"/>	<p>FEEDBACK</p> <p>Students have an opportunity to use feedback (teacher, peer, audience) to revise or improve work product</p>
<input type="checkbox"/>	<p>STUDENT CHOICE</p> <p><i>If appropriate:</i> Student choice is considered (e.g., Students may choose topics to research or books to read as part of the assignment.)</p>
<input type="checkbox"/>	<p>EXTENSION</p> <p><i>When possible:</i> Extension activities are provided for students who have demonstrated mastery of the skill(s) or standard(s) being measured</p>

APPENDIX C

ASSESSMENTS

The term *assessment* refers to the wide variety of methods or tools that teachers use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition. Types of assessments include:

Diagnostic Assessments pinpoint specific instructional areas for reinforcement or intervention. These allow teachers to make informed decisions regarding how to focus instruction.

Pre-assessments are administered prior to instruction. They are used to (1) establish a baseline against which to measure learning progress over the duration of an instructional period, or (2) determine general academic readiness for a course, program, grade level, or new academic program.

Screening assessments are used to determine student readiness to begin a course, grade level, or academic program. Screening assessments may take a wide variety of forms and may be developmental, physical, cognitive, or academic. A preschool screening test, for example, may be used to determine whether a young child is physically, emotionally, socially, and intellectually ready to begin preschool, while other screening tests may be used to evaluate health, potential learning disabilities, and other student attributes. For the purposes of Response to Intervention (RTI), universal screening measures are defined as assessments administered to all students in a group three times per year for the purpose of identifying students “at-risk” of academic failure who may require closer monitoring or intervention; these measures are valid (measure what they are supposed to measure), reliable (provide consistent results) brief, efficient, repeatable, and measure age-appropriate academic skills (e.g., identifying letters of the alphabet).

Progress Monitoring Assessments are on-going assessments of the student’s abilities and skills. Typically, the progress monitoring tool mirrors the format and difficulty level of the screening measure to provide the most accurate feedback. According to State regulation, students with low test scores in grades K-4 must be monitored periodically to determine whether they are making adequate progress and to determine whether instruction needs to be adjusted. In addition, for students with a disability, Individual Education Plan (IEP) goals and where applicable, Behavior Intervention Plan goals must be monitored. Progress monitoring must also be done for general education students who are placed on a Behavior Plan as part of their interventions.

Formative Assessments measure student learning and they are typically administered multiple times during a lesson, unit, or course. The purpose of a formative assessment is to give a teacher continuous feedback about what students are learning or not learning so that instructional approaches, teaching materials, and academic support can be modified accordingly. Examples of formative assessments include: quizzes, homework, tickets out the door, bell work, etc.

Common (Formative) Assessments (CFAs) are used across classrooms within a grade level or department in a school or schools to measure consistency in teaching among teachers who are responsible for the same content. They allow teachers to compare performance results across multiple classrooms, courses, and schools, which is not possible when educators individually develop their own distinct assessments. Common assessments share the same format and are administered in consistent ways. Common assessments may be “formative” or “summative.”

Summative Assessments are used to evaluate student learning at the conclusion of an instructional period and are typically administered at the end of a unit, course, or school year. Summative assessments are used to determine whether students have learned what they were expected to learn during the defined instructional period.

Performance assessments require students to complete a complex task, such as a science experiment, speech, presentation, performance, drawing or long-term project. Teachers use scoring guides, rubrics, and other methods to evaluate whether the work produced by students shows that they have learned what they were expected to learn.

Portfolio-based assessments are collections of academic work—for example, assignments, lab results, writing samples, speeches, student-created films, or art projects. The portfolios are compiled by students and assessed by teachers. Portfolio materials can be collected in physical or digital formats, and they are often evaluated to determine whether students have met the required learning standards.

APPENDIX D

INFINITE CAMPUS GRADE BOOK HELP

How does the electronic Grade Book in IC benefit BPS teachers?

1. IC Grade Book helps save time

- Assignments can be copied from one year to the next avoiding duplicate work
- Student names are attached to sections and do not have to be manually created.

2. IC Grade Book can be used as an artifact to demonstrate highly effective classroom preparation and teaching for APPR.

3. IC Grade Book feeds the parent portal with real-time assignment data allowing parents to see when assignments are due, how students performed and what potential grades will be.

INFINITE CAMPUS DATABASE LINKS: BPS staff use the same computer login username and password to access all IC databases.

(LIVE Database = Green) Live Database is real data and counts toward state reporting.

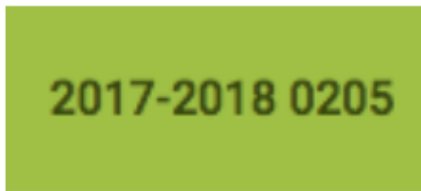
<https://bpssms.buffaloschools.org/campus/buffalo.jsp>

(SANDBOX Database—Orange) The Sandbox database is used for testing purposes only and is not used for state reporting. https://bpssms.buffaloschools.org/campus/buffalo_sandbox.jsp

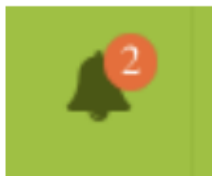
CAMPUS INSTRUCTION OVERVIEW: Campus Instruction (for teachers only) has a new look for 17-18. The purpose of the change is to ensure the interface looks the same regardless of web-enabled device (e.g. iPad, smart phone, Tablet, laptop etc). used to navigate the application.



Click on this icon to collapse the Menu bar.



Need to switch schools? Click the School Year and the School Number to change sites. Pay attention to Structures. Schools with multiple scheduling structures will have an additional pull-down menu to choose from.



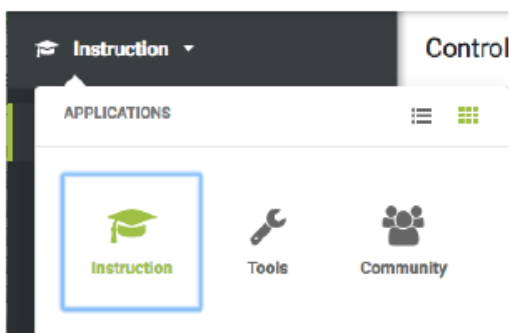
The orange circular number identifies the number of unread district notifications.



Help/Support/Knowledge base.



Log off






Clicking **Instruction** provides access to **Campus Tools** and **Campus Community**.

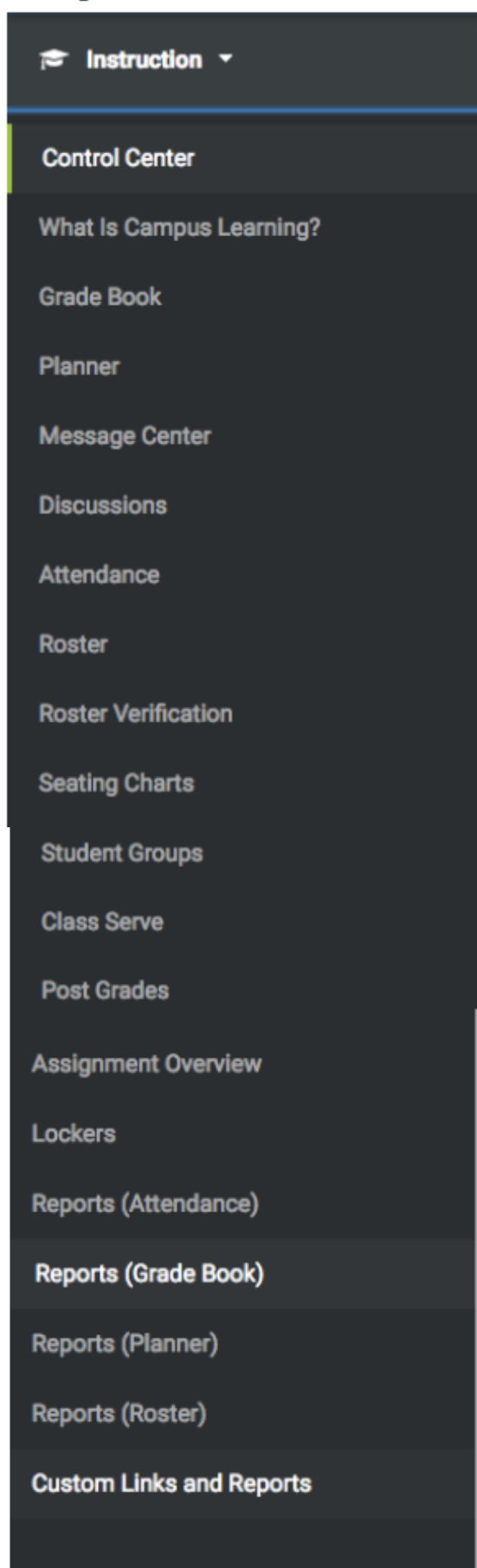
Control Center: Activated when school is **in session only**, it displays each teacher’s scheduled sections and allows teachers to take attendance and enter assignment grade on one screen.

Control Center		
2017-2018 0205		
SECTIONS	ATTENDANCE	ASSIGNMENTS
2 SURVEY OF GEOMETRY (1)		Score
- SURVEY OF GEOMETRY (1)		Score
- SURVEY OF GEOMETRY (1)		Score

When attendance has been recorded, the control center displays a green circular checkmark and also the number of students marked present. In the example below, **11/21** in HR-Grade 06 (under the attendance column) means attendance has been recorded for 11 out of 21 students enrolled in HR. The orange “Take” boxes adjacent to English and Math are reminders attendance needs to be recorded in those courses/sections before the end of the day.

SECTIONS	ATTENDANCE	ASSIGNMENTS
HR HR-GRADE 06	 11/21	Score
1 SOCIAL STUDIES Grade 6		Score
2 ENGLISH GRADE 6	 Take	Score
3 MATH Grade 6	 Take	Score

Campus Instruction MENU BAR



Campus Instruction: Click to toggle between Campus Instruction and Campus Tools screens for ODR input. Also provides easy access to Campus Community.

Control Center: See description on page #3.

What is Campus Learning? Click to learn more about Campus Learning.

Grade Book: See pages 5-13 for details.

***Planner:** At this time, the IC Team *does not recommend use of the Planner, as it may not be available for 18-19.

Message Center: Click to read district notifications.

***Discussions:** The IC Team *does not recommend use of Discussions, as it may not be available for 18-19.

Attendance: Click to take daily attendance

Roster: Click to view students assigned to sections.

Roster Verification: Identifies Active and Non-Active students in sections.

Seating Charts: Record attendance via seating chart.

Student Groups: Categorized students by group.

Class Serve: Used to track meals/food service. Not applicable at this time.

Assignment Overview: As titled, provides teachers access to classroom assignments.

Lockers: Assign lockers by student. *(Requires setup)*

Reports (Attendance), (GradeBook) & (Roster): Run a variety of student reports using this report menu selections.

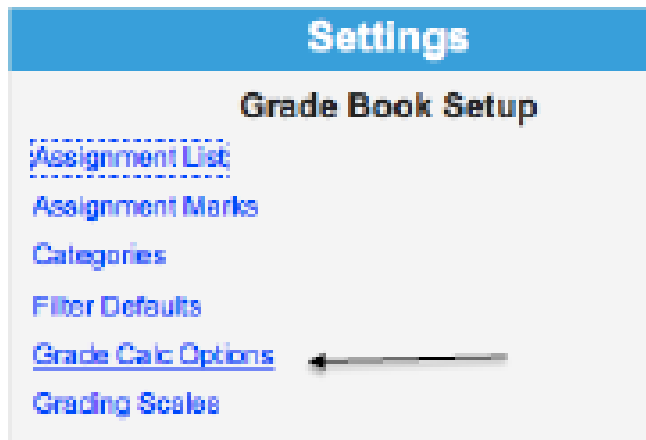
Electronic Infinite Campus Grade Book Set-up Directions

What do I need to do to set-up my electronic gradebook in IC?

1. Open **Settings** and turn on all five options under **Preferences**. Click to open and create **Categories** (e.g. Homework, Tests).

The screenshot displays the Infinite Campus interface. At the top, the logo 'Infinite Campus' is on the left, and 'Campus Instruction' and 'MICHAEL' are on the right. Below the header is a navigation menu with items like 'Message Center', 'Discussions', 'Planner', 'Grade Book' (highlighted), 'Attendance', 'Positive Attendance', 'Roster', 'Roster Verification', 'Seating Charts', 'Student Groups', 'Class Serve', 'Post Grades', 'Assignment Overview', and 'Lockers'. The main content area shows 'Term' as 'Q1 (09/03/15 - 11/06/15)' and 'Section' as '8C) TEE80'. There are '+ Add', 'Sort', and 'Filter' buttons. The 'Settings' section is expanded, showing 'Grade Book Setup' with links for 'Assignment List', 'Assignment Marks', 'Categories' (indicated by an arrow), 'Filter Defaults', 'Grade Calc Options', and 'Grading Scales'. Below this are 'Copiers' (Assignment Copier, Category Copier) and 'Other' (Help, Web Site Address). The 'Preferences' section includes: 'Display Sparkline Graph' (checked), 'Pass/Fail Coloring for Grades' (checked), 'Pass/Fail Coloring for Scores' (checked), 'Save Alert' (checked), 'Use Canned Comments' (checked), and 'Assignments Per Page' (set to 100). At the bottom, it shows 'Grade Book Last Updated' and 'Preferences Last Modified'.

2. Turn on Grade Calculation Options



This is what it should look like when you're done.

- Under **Term** and **Grading Task** "All" is indicated
- Under **Calculation Type** "In Progress Grade" is selected
- Under **Grading Scale** "Numeric" is selected
 - (City Honors teachers select "Alpha")
 - School #84 teachers select "Standards")
- Toggle on **Weight Categories** (if your categories are weighed) and/or **Use Score's % Value** (If you grade on points only).
 - If in doubt, toggle both and let IC to the math.

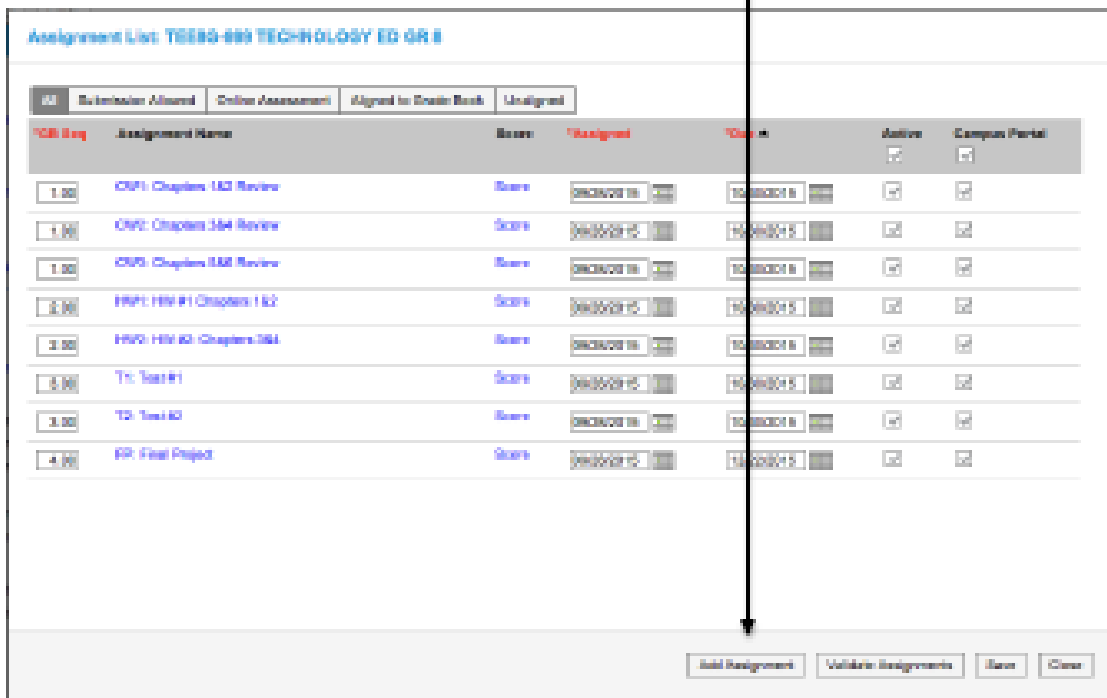
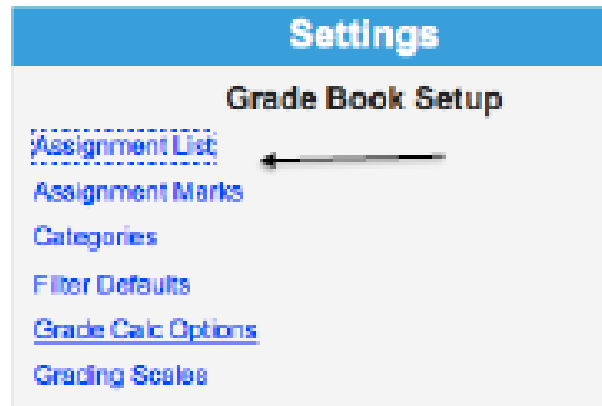
Grade Calculation

Grading Tasks

Term/Grading Tasks:

Term	Grading Task	Composite	Calculation
All	All		Type: <input type="text" value="In Progress Grade"/> *Grading Scale: <input type="text" value="Numeric"/> ⓘ <input checked="" type="checkbox"/> Weight Categories <input checked="" type="checkbox"/> Use Score's % Value

3. **Select Assignment List.** Then click **Add Assignment** to create assignments.



4. Assignment Definitions. Assignment Detail and Section Placement:

- Give your assignment a **Name** and **Abbreviation**. Both are required fields.
- Section** identifies the course code and section number the assignment is attached to.
- Active** means the assignment can be graded.
- Campus Portal** means the assignment is viewable in the Parent and Student Portal.
- Assigned** means the date the assignment was given.
- Due** means the date the assignment must be turned in.
- GB Seq** means Gradebook Sequence. Ex. 1 = most Important and list first. 10 = less important list last.
- Student Group:** Available in the navigation pane, allows teachers to create assignments for specific groups of students in a section.

Assignment Detail

*Name

Chapters 1&2 Review

*Abbreviation

CS1

Add Note

Section Placement

Section	Term	Active	Campus Portal	*Assigned	*Due	*GB Seq	Student Group
<input type="checkbox"/> TECHNOLOGY ED GR 6	01, 03, 05, 06	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="06/03/18"/>	<input type="text" value="10/03/18"/>	<input type="text" value="1.00"/>	No Group

5. Assignment Definitions. Scoring Alignment Detail:

- a. Toggle on **Align to Grade Book**.

6. Grading Tasks: Select **Term Grade** only!

- a. Enter **Total Points** the assignment will be graded out of.
- b. Enter the **Multiplier** the grade will be multiplied against.
e.g. $100 \times 1.1 = 110$. An assignment with a multiplier of 1.1 is worth 10% more than an assignment with a multiplier of 1.
- c. **Align the assignment to a Category**

Scoring Alignment Detail

Create scoring alignment(s) to Grade Book by selecting from the following choices:

- Align to Grade Book

Grading Tasks

Select which grading tasks get this assignment

Grading Task	Scoring Type	*Total Points	*Multiplier
<input type="checkbox"/> Progress Report No Categories			
<input checked="" type="checkbox"/> Term Grade	<input checked="" type="radio"/> Points	<input type="text" value="100"/>	<input type="text" value="1.000"/>
<input checked="" type="radio"/> Homework	<input type="radio"/> Marks		
<input type="radio"/> Classwork			
<input type="radio"/> Tests			
<input type="radio"/> Final Project			
<input type="checkbox"/> Final Grade No Categories			

7. Information for Students:

- a. **Description = Purpose.** What is the purpose of the assignment? Explain in this box.

Information for Students

Description

<> ¶ B I U

This assignment will assist students in learning and using technical vocabulary words.

- b. Objectives:** Align objectives to Common Core Learning Standards (CCLS). The teachers that do this will be able to use their gradebook as an artifact to demonstrate highly effective classroom preparation and teaching for APPR. The teachers that don't do this can't. It's as simple as that.

Objectives

Students will learning the following CCLS:

Reading Science and Technical Subjects:

- RST.8-3.4 Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade 8.

Corresponding College and Career Readiness (CCR) Anchor Standard:

- Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.

- c. References:** Any references students can use to complete the assignment can go in this space.

- d. Student Work Product:** Allows students to submit completed assignments through the student portal. We're not there yet. The toggle should be on None.

- 8. Grade Assignments:** To the far right below, assignment grades have been recorded for two students. Under **Categories**, to the immediate left, the assignment grades are broken up by category. Under **In Progress**, each student's current grade is viewable in **Post Grades**.

Student	Final		In Progress		Categories				Oct 1 81	Nov 1 81	Dec 1 81	Jan 1 82	Feb 1 82	Mar 1 82	Apr 1 82	May 1 82	Jun 1 82	Jul 1 82	Aug 1 82	Sep 1 82
	Percent	Grade	Percent	Post Grade	Homework	Classwork	Tests	Final Project	Points 100	Points 100	Points 100	Points 100	Points 100	Points 100	Points 100	Points 100	Points 100	Points 100	Points 100	Points 100
1	100%	A	100%	A	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2	100%	A	100%	A	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
3	100%	A																		
4	100%	A																		
5	100%	A																		
6	100%	A																		
7	100%	A																		

Posting Grades from Electronic Gradebook with Assignments:

1. Place your pointer on the word Post and click **Post Grades**. The Post Grade window will open (image 2).

Posted			In Progress		Categories			
Percent	Grade	Fill Rpt Cnd Comments	Percent ⚙	Post Grade	Homework ⚙	Classwork ⚙	Tests ⚙	Final Project ⚙
		CC	84.83 %	85	91.00 %	88.00 %	75.58 %	
		CC	72.83 %	73	78.00 %	73.00 %	86.58 %	

2. For Progress Reporting, change the grading task from Term Grade to **Progress Reporting** and click ok.

Post Grades

Post In Progress Grade(s)

In Progress/Proficiency Estimate from:

Term: Q1

Task: Term Grade

Post to:

Term:

Q1

Grading Tasks

Progress Report

Term Grade

OK Cancel

Progress Report

Grade/Task	Posted			In Progress	
	Percent	Grade	Fill Rpt Cnd Comments	Percent ⚙	Post Grade
▶	84.83 %	85	CC		
▶	72.83 %	73	CC		
▶			CC		
▶			CC		
▶			CC		
▶			CC		

Click **Save**. The previous In-Progress grades are now posted to the progress reporting term. **During Mark Reporting keep the grading task on Term Grade.**

Click **Canned Comments** to add school comments click **Save**.

Posting Grades from Electronic Gradebook without Assignments:

1. From the Navigation Pane, select [Post Grades](#).
2. Under (grading) [Task](#), use the dropdown to select between [Progress Reporting](#) and [Term Grade](#).

Term: 01 (09/03/15 - 11/08/15) Section: BC1 TEE8G-000 TECHNOLOGY ED GR 8 Task: [Progress Report](#)

[Save](#) [Post by Student](#) [Fill Percent, Grade, Comment](#)

3. The **PERCENT & GRADE** columns **must match**. If both columns do not match, GPA errors will be created, which will negatively impact students and your school's promotion and/or graduation rates. Yes, it is this serious. Again, please make sure the Percent and Grade columns match.

Percent	Grade	Report Card Comments	Canned Comment
<input type="text" value="88.00"/>	<input type="text" value="88"/>	<input type="text"/>	<input type="button" value="Add"/>
<input type="text" value="78.00"/>	<input type="text" value="78"/>	<input type="text"/>	<input type="button" value="Add"/>
<input type="text" value="92.00"/>	<input type="text" value="92"/>	<input type="text"/>	<input type="button" value="Add"/>
<input type="text" value="50.00"/>	<input type="text" value="50"/>	<input type="text"/>	<input type="button" value="Add"/>
<input type="text" value="74.00"/>	<input type="text" value="74"/>	<input type="text"/>	<input type="button" value="Add"/>

4. Click [Add](#) to attach [Comments](#)

5. Click to square box to select report card comments. The **Preview** is an example of how the comments will be displayed on the BPS report card.

Report Card Comment - Preview

EFFORT SATISFACTORY. STUDENT WORKS TO ABILITY. STUDENT IS A PLEASURE TO HAVE IN CLASS.

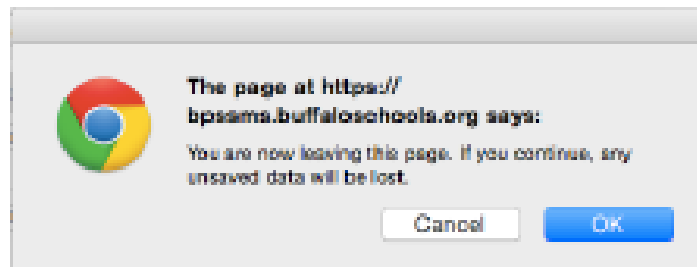
Selection Method

Enter Code(s):

Choose Comment(s):

- 9544: STUDENT IS FAILING WITH A CURRENT AVERAGE BELOW 50.
- 9545: STUDENT IS FAILING WITH A CURRENT AVERAGE BELOW 65.
- 9546: STUDENT IS FAILING WITH CURRENT AVERAGE BELOW 70.
- 9730: N/A
-
- 16609: UPON SUCCESSFULLY COMPLETING THE ELOP STUDENT WILL BE PROMOTED TO THE NEXT GRADE
- 16679: STUDENT PROMOTED TO THE NEXT GRADE
- 17036: EFFORT SATISFACTORY
- 17038: EFFORT UNSATISFACTORY
- 17037: ATTITUDE SATISFACTORY
- 17038: ATTITUDE UNSATISFACTORY
- 17039: STUDENT WORKS TO ABILITY
- 17040: STUDENT DOES NOT WORK TO ABILITY
- 17041: STUDENT IS SELDOM PREPARED FOR CLASS
- 17042: HOMEWORK ASSIGNMENTS ARE SELDOM COMPLETED
- 17043: MORE HOME STUDY NEEDED

6. Click **Save**. If you forget to click Save, IC will warn you with a message like this below. Read the warnings. This warning indicates all work will be lost if you click ok. Instead, click **Cancel**, save your work and then proceed to the next screen.



Campus Community:

If you have not already registered, please join the Campus Community. It has forums, question & answer info in addition to simulations and how to videos.

APPEDIX E

“ENGLISH AS A 2nd LANG TEACHER” Images for Infinite Campus

Integrated ENL Course Code Examples		
	General Education Course Code (Current ELLs will not be scheduled using this course code)	Corresponding Integrated ENL Course Code (Current ELLs will be scheduled using this course code)
Grade 1 ELA	ENE1G	ENE1GEP
Grade 7 Math	MAE7G	MAE7GEP
English II	EN02G	EN02GLK
Earth Science	EA01L	EA01RLK

Staff History Detail
Primary Teacher

Name District Assignment Teacher Role

Assignment


Start Date End Date

Access to Section Dates

Unrestricted Start Date End Date

Date Range

State Reporting Fields

Percent 

Incidental Teaching Assignment

Comments

INPUT AND FEEDBACK

2019-2020 GRADING COMMITTEE

Thank you to all those who shared their insight and expertise.

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Michele Agosto

Director, Art Education

Kelly A. Baudo, Ph.D.

Assistant Superintendent CAI

Angela Cullen

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Rob Harris

Director, CTE

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Robyn Tate

Director, Special Education

Denisca Thompson

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BTF

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Amy Flynn

Special Education Teacher, Elementary School

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DPCC

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