
★ P.S. 166 Q ★

The Henry Gradstein School

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Core/Primary Subject Areas

(Reading, Math, Science, Social Studies)

- The school awards grades three times a year in every course;
- Grades measure performance for each marking period;
- The final grade will be an average for the year
- All courses are graded on a 1-4 scale

Classroom Teachers: Grading Scale

Performance Level	Average
Level 4: Excels in standards	93-100
Level 3: Proficient	80-92
Level 2: Below standards	65-79
Level 1: Well below standards	0-64

Classroom Teachers: Breakdown

Component	Percentage
Tests and Assessments	60%
Classwork	20%
Participation	10%
Homework	10%

**Please note: In the event that we must pivot to remote instruction, the classwork and participation grades will be influenced by whether or not the child is actively engaged (on camera, off mute, attending class sessions).*

Non-Core/Secondary Subject Areas

(Art, Computers, ENL, Library, Music, Physical Education, Science Lab)

Art

4: Excels in Standards:

Student went beyond the directions and planned their project carefully. Student shows high levels of creativity or observational skills in the project. Student shows great skill and effort using various materials. Student demonstrates a strong understanding of art concepts. Student's behavior is exceptional and works independently in class.

3: Proficient:

Student follows directions and there is evidence of planning in their project. Students shows some creativity or some observational skills in their project. Student shows some skill and effort using various materials. Student demonstrates a good understanding of art concepts. Student's behavior in class is good and they need minimal assistance from the teacher to stay on task.

2: Below Standards:

Students does the project but struggles to follow directions and there is little evidence of planning. Student shows less creativity or less observational skills in their project. Student shows less skill and effort using materials in their project. Student demonstrates a weak understanding of art concepts. Student does not follow classroom rules and needs lots of assistance from the teacher to stay on task.

1: Far Below Standards:

Students does not complete the art project and there is no evidence of planning in their project. Student shows no creativity or no observational skills in the project. Student shows no skill or effort in using various materials. Student demonstrates no understanding of art concepts. Student's behavior is so difficult that they need constant assistance from the teacher to stay on task.

English as New Language (ENL)

4: Excels in Standards:

Student has excellent attendance. Student achieves a 4 (based on rubrics for individual assignments) on all written projects and assignments. Student participates in all class/group discussions. Student follows directions.

3: Proficient:

Student has good attendance. Student achieves a 3 (based on rubrics for individual assignments) on all written projects and assignments. Student participates in most class/group discussions. Student follows directions.

2: Below Standards:

Student has good attendance. Student shows effort in completing written projects and assignments. Student participates in class/group discussions. Student follows directions. Student needs improvement in the four components of English: speaking, listening, reading and writing.

1: Far Below Standards:

Student has poor attendance. Student has shown little effort or improvement. Student has difficulty in the four components of English: speaking, listening, reading and writing.

Library (Grades K – 1)

4: Excels in Standards:

The student always engages in Read Alouds by listening, responding, questioning, and applying reading strategies and new vocabulary. The student also demonstrates excellent participation and effort in group discussions and with reading partners. Lastly, the student always follows library rules and procedures.

3: Proficient:

The student usually engages in Read Alouds by listening, responding, questioning, and applying reading strategies and new vocabulary. The student also demonstrates good participation and effort in group discussions and with reading partners. Lastly, the student usually follows library rules and procedures.

2: Below Standards:

The student sometimes engages in Read Alouds by listening, responding, questioning, and applying reading strategies and new vocabulary. The student sometimes participates and shows effort in group discussions and with reading partners. Lastly, the student sometimes follows library rules and procedures.

1: Far Below Standards:

The student rarely, if ever, engages in Read Alouds by listening, responding, questioning, and applying reading strategies and new vocabulary. The student rarely, if ever, participates and shows effort in group discussions and with reading partners. Finally, the student rarely, if ever, follows library rules and procedures.

Library (Grades 2-5)

4: Excels in Standards:

The student demonstrates excellent ability to locate materials and to use the *DDC. The student also demonstrates excellent ability to select appropriate literature related to individual abilities and interests and to challenge oneself. Furthermore, the student reads a wide range of materials, always reads and returns books promptly, fully engages in independent reading time, and always follows library rules and procedures. Lastly, the student demonstrates excellent participation and effort in classwork, activities, and group discussions (book talks or other).

3: Proficient:

The student demonstrates ability to locate materials and to use the DDC. The student also demonstrates ability to select appropriate literature related to individual abilities and interests. Furthermore, the student tries to read a variety of materials, usually reads and returns books on time, usually engages in independent reading time, and usually follows library rules and procedures. Lastly, the student demonstrates good participation and effort in classwork, activities, and group discussions (book talks or other).

2: Below Standards:

The student sometimes demonstrates ability to locate materials and to use the DDC. The student sometimes demonstrates ability to select appropriate literature related to individual abilities and interests. Furthermore, the student sometimes explores different authors and /or genres, sometimes reads and returns books on time, sometimes engages in independent reading, and sometimes follows rules and procedures. Lastly, the student shows some effort and participation in classwork, activities, and group discussion (book talks or other).

1: Far Below Standards:

The student rarely, if ever, locates materials or uses the DDC without assistance. The student rarely, if ever, demonstrates ability to select appropriate literature related to individual abilities and interests. Furthermore, the student rarely explores different authors and/or genres, rarely reads and returns books on time, rarely engages in independent reading, and rarely follows library rules and procedures. Lastly, the student rarely, if ever, shows effort and participation in classwork, activities, and group discussions (book talks or other).

*DDC – Dewey Decimal Classification

Music

Five musical skills will be assessed through tasks and graded accordingly:

- 4 (almost always),
- 3 (most of the time),
- 2 (sometimes)
- 1 (almost never)

Listening: student is able to identify music/musical elements by hearing alone (e.g. forte/piano, presto/largo, instrument/ voice etc.).

Performing: Student is able to sing/play in a group or solo , is able to follow cues (e.g. stop/start); student handles instrument with care and respect.

Musical Language: Student uses correct musical terms when talking about composers, styles of music , forms of music and music in general. Student is able to sequence the musical alphabet.

Rhythm/Notation: Student can read long /short patterns, simple rhythms, can identify staff, clefs and notes and their value.

Behavior: Students comes to class ready to participate, respects others, their instrument, is able to follow directions, and listen to others, that is be a good audience.

Physical Education

4: Excels in Standards

Students almost always demonstrate an excellent understanding of skills and strategies, knowledge of rules, boundaries, scoring and concepts. Students' cooperation, attitude, and sportsmanship are outstanding. Students almost always help and encourage others and play fairly. Students almost always come prepared and stay on task. Their overall performance is excellent and above grade level.

3: Proficient

Students usually always demonstrate knowledge of skills and strategies, knowledge of rules, boundaries, scoring and concepts. Students' cooperation, attitude and sportsmanship are very good. Students usually always help others, encourage others and play fairly. Students usually stay on task and come prepared. Their overall performance is very good and on grade level.

2: Below Standards

Students sometimes demonstrate an understanding of skills and strategies, knowledge of rules, boundaries, scoring and concepts. Students' cooperation, attitude, and sportsmanship need improvement. Students sometimes help others, encourage others and play fairly. Students sometimes stay on task and come prepared. Their overall performance needs improvement and is approaching standards.

1: Far Below Standards

Students rarely demonstrate an understanding of skills and strategies, knowledge of rules, boundaries, scoring and concepts. Students' cooperation, attitude and sportsmanship are below standards. Students rarely help others, encourage others and play fairly. Students rarely stay on task and come prepared. Their overall performance needs improvement and is below standards.

Science Lab

4: Excels in Standards

Student makes new connections with previous Science learning. Student initiates questions related to the task at hand and beyond. Student follows directions explicitly and works well in groups. Student work is complete independently without error. Student gives explanations that are clearly thought out.

3: Proficient

Student participates in classroom discussions most of the time. Student usually follows directions and works well in groups. Student work is completed in a timely manner.

2: Below Standards

Student has limited participation in activities. Student has trouble following directions and working well in groups. Student work is only partially completed.

1: Far Below Standards

Student has doesn't complete activities. Student does not participate in group work. Student work is usually off-task and work is often incomplete.