The Urban Assembly Maker Academy Grading Policy

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1. [1Version](#sec-Version)
2. [2License](#sec-License)
3. [3Release Notes](#sec-Release-Notes)
4. [4Contributing](#sec-Contributing)
5. [5Glossary of Terms](#sec-Glossary-of-Terms)
6. [6How Courses are Graded](#sec-How-Courses-are-Graded)
   1. [6.1Standards in a Course](#sec-Standards-in-a-Course)
      1. [6.1.1Content Knowledge and Skills](#sec-Content-Knowledge-and-Skills)
      2. [6.1.2Design Thinking](#sec-Design-Thinking)
      3. [6.1.3Success Strategies](#sec-Success-Strategies)
   2. [6.2Mastery Based Grading](#sec-Mastery-Based-Grading)
   3. [6.3Regents Exams](#sec-Regents-Exams)
      1. [6.3.1Credit by Examination](#sec-Credit-by-Examination)
   4. [6.4Determination of Promotion in Doubt](#sec-Determination-of-Promotion-in-Doubt)
   5. [6.5Make up assignments and missed work](#sec-Make-up-assignments-and-missed-work)
      1. [6.5.1Grade improvement forms](#sec-Grade-improvement-forms)
      2. [6.5.2Excused Absenses](#sec-Excused-Absenses)
      3. [6.5.3Unexcused Absenses](#sec-Unexcused-Absenses)
   6. [6.6Course Extensions](#sec-Course-Extensions)
      1. [6.6.1Eligibility for Course Extensions](#sec-Eligibility-for-Course-Extensions)
      2. [6.6.2Applying for Course Extensions](#sec-Applying-for-Course-Extensions)
      3. [6.6.3Accepting a Course Extension Offer](#sec-Accepting-a-Course-Extension-Offer)
      4. [6.6.4Award of Credit following a Course Extension](#sec-Award-of-Credit-following-a-Course-Extension)
7. [7Scale of Marks Awarded](#sec-Scale-of-Marks-Awarded)
   1. [7.1Numeric Grade Scale](#sec-Numeric-Grade-Scale)
   2. [7.2Pass / Fail Scale](#sec-Pass-Fail-Scale)
   3. [7.3Mastery Based Grading Scale](#sec-Mastery-Based-Grading-Scale)
   4. [7.4Other Grades](#sec-Other-Grades)
      1. [7.4.1Fulfilled Distribution Requirement (ND)](#sec-Fulfilled-Distribution-Requirement-ND-)
      2. [7.4.2Course Extension and Audit (NU)](#sec-Course-Extension-and-Audit-NU-)
         1. [7.4.2.1Distinguishing between Course Extensions and Targeted Credit Recovery](#sec-Distinguishing-between-Course-Extensions-and-Targeted-Credit-Recovery)
      3. [7.4.3Incomplete (NX)](#sec-Incomplete-NX-)
      4. [7.4.4New or Recently Admitted Students (NL)](#sec-New-or-Recently-Admitted-Students-NL-)
      5. [7.4.5No Show (NS)](#sec-No-Show-NS-)
      6. [7.4.6Course Waived (NW)](#sec-Course-Waived-NW-)
      7. [7.4.7Long-term absenteeism and Home and Hospital Instruction](#sec-Long-term-absenteeism-and-Home-and-Hospital-Instruction)
8. [8Grading Timeline](#sec-Grading-Timeline)
   1. [8.1When and how a grade can be changed after it has been finalized](#sec-When-and-how-a-grade-can-be-changed-after-it-has-been-finalized)
      1. [8.1.1Annualization Updates](#sec-Annualization-Updates)
9. [9Implementation](#sec-Implementation)
   1. [9.1Multiple Grading Policies](#sec-Multiple-Grading-Policies)
   2. [9.2Implementing Mastery Based Grading to Physical Education](#sec-Implementing-Mastery-Based-Grading-to-Physical-Education)
   3. [9.3Availability of the grading policy](#sec-Availability-of-the-grading-policy)
   4. [9.4Updating the grading policy](#sec-Updating-the-grading-policy)
10. [10Acknowledgements](#sec-Acknowledgements)

## [1](#sec-Version)Version

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## [2](#sec-License)License

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Default License Policy

## [3](#sec-Release-Notes)Release Notes

2016‐07‐21 Draft in progress

## [4](#sec-Contributing)Contributing

Currently, hosting and development of the school wide grading policy is managed with [Github](http://www.github.com) and led by Ben August. Contact him via email at banj.august followed by an at symbol, care of the UA Maker Domain (uamaker.nyc).

## [5](#sec-Glossary-of-Terms)Glossary of Terms

* Annualized

Refers to the delivery model of courses at UA Maker. Each course is designed so that students may achieve Mastery in the content and skills of the course throughout the year over a 38 week instructional approach.

* *Term*

The length of time a student is enrolled in a course.

* *Standards*

The outcomes that must be mastered in order to pass, and attain credit, for a course. Standards may be established at the course, department, grade, or school level.

* *Proficiency*

represents a high standard of performance that serves as a‘cut point’ or score on a given assessment, as a specific level on a rubric. A proficiency score may be exceeded by an “advanced” score.

* *Mastery*

implies that proficiency has been demonstrated multiple times and in multiple ways or contexts.

* *Asynchronous*

means that students are not working at the same time as others.

* *Personalization*

means that students may not be working on the same work as others.

* *AtBat*

means a student assessment which is included in the calculation of the final grade

* *Rubric*

A rubric is a scoring guide that describes levels of performance along a continuum, (beginner ⇒ advanced beginner ⇒ emerging proficient ⇒ proficient ⇒ advanced proficient) and include a specific set of indicators for each level and competency being assessed.

* *Performance Task*

a rigorous, engaging standards‐based task aligned to the general requirements of college freshman. See [Redesign](http://www.redesignu.org) resources for more detail.

* *Kadion*

a web‐based platform which translates student performance on assignments into grades on a 0‐100 scale for use on formal transcripts.

* *Canvas*

a web‐based learning management system where students can see assignments, submit work, and communicate with teachers.

* *STARS*

“Student Transcript and Academic Reporting System” – is the official Department of Education system for data entry and processing of student scheduling, grade reporting, and transcripts.

## [6](#sec-How-Courses-are-Graded)How Courses are Graded

Grades at UA Maker provide precise, actionable feedback about students’ ability to master a course’s standards (NYS, Common Core, Next Gen, Design Thinking, and Academic & Personal Behaviors).

Since the rapidly changing workplace calls for our future Makers to apply what they know and are able to do in novel situations and with independence, students at UA Maker have demonstrated mastery when they show their understanding on their own, across time and situations. At UA Maker, when you demonstrate your understanding once, you are proficient. When you show your understanding repeatedly, you have mastered a skill.

Students will have the opportunity to learn content and skills in subject area classes and whole school design challenges. Thus, at UA Maker, Mastery means being able to demonstrate repeated proficiency of a particular process, content, or skill as measured by different types of assessments that ask students to apply what they know in different ways when they are ready to demonstrate mastery of a skill.

### [6.1](#sec-Standards-in-a-Course)Standards in a Course

We assess our students on the following criteria:

#### [6.1.1](#sec-Content-Knowledge-and-Skills)Content Knowledge and Skills

For every unit there are discrete content knowledge and skills that we expect students to master. These content standards are based on the New York State, Common Core Standards, Industry Standards, and Next Gen Science standards. Content Knowledge and Skills standards shall comprise no less than 65% of the total standards for a course. We assess student acquisition of content knowledge and skills through:

* Performance Tasks
* Problem‐Based or Project‐Based Challenge
* Benchmark Assessments
* Tests and quizzes
* Online learning modules/playlists
* Classwork, discussions, homework

#### [6.1.2](#sec-Design-Thinking)Design Thinking

Central to the work we do at UA Maker is Design Thinking – students’ ability to use the design process to create and execute on their ideas, passions, and creativity. In order to assess student on design thinking we use evidence from: Student’s performance tasks in every subject area, assessed on the UA Maker Design Thinking Rubric. Assessment of these standards is limited in scope, such that performance on these measures does not primarily determine the course grade. The calculation of scores using these standards is addressed in the Implementation section of this grading policy, but may be modified for individual courses as outlined in the applicable syllabus. Design Thinking Standards shall comprise no less than 10% and no more than 30% of the total standards for a course.

#### [6.1.3](#sec-Success-Strategies)Success Strategies

UA Maker groups non‐content based factors such as professionalism, effort, behavior, participation, and attendance, into an additional school‐wide set of standards called “Success Strategies.” These standards were developed out of the research gathered by the NYCDOE on Academic and Personal Learning Behaviors. In addition to all that our students know and are able to do, we also offer our students feedback on the habits and behaviors that help students to succeed in school and beyond. Students receive feedback and areas to work on and improve based on their behaviors throughout their classes. It is important that all teachers explicitly support student development in the areas of academic and personal behaviors by clearly stating expectations and providing actionable feedback over the course of a unit. Success Strategy standards shall comprise no less than 10% and no more than 30% of the total standards for a course. Assessment of these standards is limited in scope, such that performance on these measures does not primarily determine the course grade. The calculation of scores using these standards is addressed in the Implementation section of this grading policy, but may be modified for individual courses as outlined in the applicable syllabus.

At UA Maker, the year is divided into four marking periods. Families recieve a copy of student grades at the end of each marking period.

### [6.2](#sec-Mastery-Based-Grading)Mastery Based Grading

Courses at UA Maker are designed so that students may develop and demonstrate their mastery of concepts and skills through multiple measures of performance. These measures include Performance Tasks, AtBats, classwork, projects and assignments, homework, and other methods of formative and summative assessment as designed by the individual course teacher.

A substantial majority of grades at UA Maker are based on the individual students’ mastery of course content, and are not based on completion of assignments alone.

Each course has a collection of standards which represent the required knowledge, content, and skills, which a student must master in order to pass the course and earn credit. Students are provided with a minimum of three opportunities to demonstrate their competancy for each of the standards within the course as part of formal AtBat assessments. To pass a course and recieve credit, a student must demonstrate an acceptable level of mastery for a minimum of 65% of the course standards, as described in the implementation section of this grading policy.

DISCUSS GRADE CALCULATION AND DECAYING AVERAGE

Mastery of any standard is calculated by taking a simplified decaying average of the assignments aligned to that standard.

The Decaying Average calculation factors the average of all assessment items aligned to a particular standard while weighing the most recent (current) item at a higher percentage. The term decaying average is traditionally used to describe a complex analysis: when an additional assessment is applied to an existing value, the prior decaying average is used to calculate the new decaying average. This method weights all assessments equally and calculates the average of learning over time. However, our method uses a simplified approach where we calculate the average of all prior assessments and applies the value as a weighted percentage formula, instead of the alternative approach of simply using the prior decaying average. Our decaying average is set at 65/35, meaning the current item is weighted at 65%, and the average of all other scores for that standard is weighted at 35%. Note that the average is rounded to the next two decimals. If there is only one result, then the single score will be displayed. For example, a student has four aligned items with scores of 4, 3, 2, and 5 (scores listed chronologically from oldest to most recent). If the current item is set to be weighted at 75% of mastery, prior scores are weighted at 25%: Current item score: 5 Average of prior item scores: (4 + 3 + 2) / 3 = 3 Calculated score: 5 (.75) + 3 (.25) = 3.75 + .75 = 4.5

### [6.3](#sec-Regents-Exams)Regents Exams

For all courses which terminate in a regents examination, the classroom teacher has the discretion to establish through the course syllabus whether and how the exam score will be integrated in the final grade for the course. The option to incorporate regents examination scores must comply with all of the following conditions:

* **The exam may account for no more than 33% of the course grade**

The classroom teacher has the option to comply with this limitation either by:

1. Applying the regents exam as one AtBat score with each applicable course standard attached, or
2. Accepting the regents exam score as satisfactory demonstration of Mastery in up to 33% of the course standards, applied as three AtBats using the following format:

\*\*Regents Exam - Part 1, \*\*Regents Exam - Part 2, \*\*Regents Exam - Part 3

Thereby allowing the regents score to be calculated as Mastery of the applicable standards, while counting for no more than the maximum 33% of the final course grade.

* **The exam may not be the only reason that a student passes or fails the course**

The use of the exam score must be calculated into the course grade as one component of the weighted average score (for example, calculated as 20% of the final score). Courses which are not compatible with this approach may use either of the strategies outlined above to incorporate exam scores using AtBats. The classroom teacher must ensure that the inclusion of the exam score does not allow a student who has failed to demonstrate mastery in a majority of course standard to pass the course.

* **The actual exam score of each student must be used as the basis for any change in their course grade**

Classroom teachers may not, for example, add a set number of bonus points to the grade of all students who completed the exam. They may establish through the course syllabus, for example, that the exam score shall be calculated as 20% of the final grade

* **The way that the regents examination score will be used as part of the course grade must be outlined as part of the course syllabus**
* **The use of the examination scores must be applied equally and uniformly to all students undertaking the course**

The method of calculation outlined by the syllabus must be applied fairly and equallty to all students, except in cases where a student did not sit the examination or where inclusion of the exam score would violate any of the conditions above. In cases where the classroom teacher feels that the application of the policy outlined by their syllabus would result in a final grade that does not accurately reflect a students’ mastery of the course material, the teacher should consult with administration and document evidence in support of their opinion. In the event that individual accomodations are made to ensure accurate grades, this evidence must be retained on file.

The DOE has provided some [examples of how the Regents score may be calculated as part of the final course grade](https://intranet.nycboe.net/NR/rdonlyres/3CA1EF95-A5FA-4638-9853-CB8CC5A44C9C/0/Acpolicygradingpolicy.pdf)

#### [6.3.1](#sec-Credit-by-Examination)Credit by Examination

Students may earn up to two credits per exam subject through credit‐by‐examination, where the student has attained a score of 85 or above on the corresponding Regents exam. Students may earn up to a total of 13 credits without completing units of study, where all of the following criteria are met:

* The student has not previously attempted, and failed, the course for which they are attempting to gain credit‐by‐examination
* The high school superintendent or their designee determines that the student will benefit academically by exercising this alternative
* The principal determines that the student successfully completed an oral examination or special project demonstrating proficiency of the subject matter developed in the course but not measured by the relevant exams
* Students attempting to earn credit‐by‐examination in science have completed the compulsory labratory component with passing status and documented labratory reports

Students may not use an ELA Regents exam, taken in 11th grade, to give credit for 12th grade ELA courses which would otherwide be completed after the ELA Regents exam.

Credit‐by‐examination is not available for Languages other than English (LOTE) subjects.

### [6.4](#sec-Determination-of-Promotion-in-Doubt)Determination of Promotion in Doubt

In January of each year, students facing substantial risk of accumulating insufficient credit to be promoted to the next grade shall be identified and their families advised in writing no later than the second week of February.

In determining substantial risk, the administration and staff shall consider:

* The students overall progress toward sufficient Mastery of course standards
* Whether, in the opinion of the classroom teacher, the student is expected to attain mastery and recieve applicable credit

### [6.5](#sec-Make-up-assignments-and-missed-work)Make up assignments and missed work

Students may have the opporunity to complete make up assignments, either to improve their initial score in response to feedback from the course teacher, or to earn a score for assignments that have been missed.

If a student is given the opportunity to complete make up assignments or missed work, all work must be completed, submitted, and graded within the same term, no later than four weeks after the end of the final marking period. Classroom teachers must establish clear deadlines with students undertaking this work which will ensure that all assignments may be graded to meet this deadline.

#### [6.5.1](#sec-Grade-improvement-forms)Grade improvement forms

When submitting revisions to previously graded work, students must submit a grade improvement form either on paper or digitally stating the standard, a claim for the requested rubric level for each standard, and evidence to support the claim. If submitting work more than 1 week past the deadline posted on Canvas, students must also submit the grade improvement form.

Teachers must have grade improvement form available to students on paper or digitally (draft of a potential google form version). Teachers must require students to submit an improvement form before entering grade changes on Canvas for revised or late work. Teachers must include due dates on Canvas assignments. Teachers must make rubrics available to students on Canvas and/or on paper performance tasks.

#### [6.5.2](#sec-Excused-Absenses)Excused Absenses

When a student has missed work as a result of documented excusable absence (for example, a doctors appointment), classroom teachers shall provide the opportunity for students to submit the work.

#### [6.5.3](#sec-Unexcused-Absenses)Unexcused Absenses

Students missing work as a result of unexcused absences shall be provided with opportunities to submit work at the discretion of the classroom teacher. In cases where the classroom teacher agrees to offer the opportunity to submit work, the teacher shall clearly establish a deadline with the student and ensure the student has access to the materials required to complete the work. The teacher has the option of allowing the student to submit the missed assignment, or providing a modified assignment which addresses, at least, the same standards as the original missed work.

Using this option, teachers are able to provide students with an opportunity to demonstrate their mastery of a variety of course standards by completing a modified assignment which addresses standards from multiple missed assignments.

### [6.6](#sec-Course-Extensions)Course Extensions

Students are expected to earn a passing grade (Emerging Proficient or higher) on 65% of the standards within a course. If a student has struggled to demonstrate their mastery of the course content, the student may work with their advisor to submit an application for a Course Extension.

Course extensions are granted to qualifying students who recieve the recommendation of their advisor and submit their application by the deadline. The purpose of a course extension is to allow students to continue their study so that they may demonstrate sufficient mastery of the course to earn a credit.

All UA Maker courses are instructionally annualized, meaning that they are designed for students to achieve mastery in their standards through a 10 month learning cycle. In some cases, courses meet only in the Fall semester. Most students will achieve mastery of standards during that term, however, students may continue to work with their teachers in after school sessions or by completing tasks assigned in Canvas through the rest of the year. Course extensions apply only to students who require time during Term 7 (Summer) to demonstrate their mastery. Courses which meet only during the Fall semester are not eligible for course extensions in the Summer semester.

#### [6.6.1](#sec-Eligibility-for-Course-Extensions)Eligibility for Course Extensions

Each year, the school will establish a Course Extensions Review Panel which will include two teachers and a member of the administration or principal’s designee. This panel will determine the outcome for all applications for course extensions by offering an extension, declining to offer, or return the application for revision by the student and their advisor.

In determining the status of each application, the panel will be guided by the following criteria:

* Courses that meet only during the fall semester are not eligible for course extensions in the summer term
* Students must have a decaying average of ≥ advanced beginner and < emerging proficient on 65% of the course standards
* Each student may be granted extensions for up to five of their courses
* Extensions shall be granted only in circumstances where staffing and budgetary considerations make it feasible to do so

The panel shall also consult with the course teacher before finalizing their decision.

#### [6.6.2](#sec-Applying-for-Course-Extensions)Applying for Course Extensions

Students and their advisor will submit a Course Extension Request google form no later than May 15 for each eligible course. The Course Extension Review Panel will return a decision on each application, by email, to both the student and their advisor no later than June 1.

#### [6.6.3](#sec-Accepting-a-Course-Extension-Offer)Accepting a Course Extension Offer

A Course Extension Agreement, signed by the Student and their Advisor, is the official document demonstrating the student’s acknowledgement of the conditions of their course extension and outlining exactly what they need to do to earn credit for the extended course.

Copies of this agreement will be provided to advisors no later than June 8, and must be signed and returned no later than June 15th. The programming chair shall use completed Course Extension Agreements as the basis for programming students in STARS, and must have the completed agreement in hand prior to taking any action with regard to the course extension in question.

#### [6.6.4](#sec-Award-of-Credit-following-a-Course-Extension)Award of Credit following a Course Extension

Students who are awarded a course extension in June will be given a score of NU on their June report card. The NU indicates that a course extension has been approved. Students with approved extensions are enrolled in summer school and are given through the summer term (term 7) to complete their course of study. Students in annualized courses will earn 1 credit at the end of term 7 if the student mastered 40% of the standards at a decaying average of emerging proficient or higher and 2 credits if they have mastered 65% of the standards at a decaying average of emerging proficient or higher.

## [7](#sec-Scale-of-Marks-Awarded)Scale of Marks Awarded

UA Maker provides grade feedback to students based on a six point scale of grades, which are converted to their numeric equivalents prior to being recorded in STARS. Wherever possible, classroom teachers provide feedback to students based on their mastery of course concepts and skills without relying on numeric feedback. At the end of each of four marking periods, students and families recieve interim grades as they appear in STARS to ensure transparency around student progress.

The grade feedback that students will recieve most frequently as part of their studies are:

|  |  |  |  |
| --- | --- | --- | --- |
| Title | Shortcode | Grade | Numeric Equivalent |
| Missing | MISSING | M | 0 |
| Beginner | B | 1 | < 65 |
| Advanced Beginner | AB | 2 | < 65 |
| Emerging Proficient | EP | 3 | 65 – 80 |
| Proficient | P | 4 | 81 – 95 |
| Advanced Proficient | AP | 5 | 96 – 100 |

The values listed for “Grade” above are used in the calculation of decaying average as part of the formula to determine students’ mastery of standards.

### [7.1](#sec-Numeric-Grade-Scale)Numeric Grade Scale

Most courses at UA Maker use the Numeric Grade scale (1 – 100) to report student grades at the end of each marking period, including final grades at the conclusion of the term. Scores of 1 – 64 equate to a failing grade, and scores 65 – 100 equate to a passing grade resulting in the accumulation of credit toward graduation. A score of 65 is the lowest possible passing score.

Generally, a student who attended the course but failed to successfully demonstrate their mastery of the content and skills, who did not qualify for grades outlined below, will receive a score of 55.

### [7.2](#sec-Pass-Fail-Scale)Pass / Fail Scale

Non‐credit bearing courses have their final grades reported using the Pass / Fail grading scale. P, “Pass”, is recorded on the student transcript indicating their successful completion of the course. F, “Fail”, is recorded in circumstances where the student was not able to meet the criteria to pass.

### [7.3](#sec-Mastery-Based-Grading-Scale)Mastery Based Grading Scale

A small number of courses at UA Maker may be selected to test the Mastery Based Grading Scale as outlined below. Such courses shall clearly indicate the scale of marks used as part of the syllabus.

|  |  |  |  |
| --- | --- | --- | --- |
| Course Mark | Description | Numeric Equivalent | Pass/Fail Equivalent |
| ME | Mastery – Exceeds standards | 95 | P |
| MA | Mastery – Above standards | 85 | P |
| MT | Mastery – Meets standards | 75 | P |
| MP | Mastery – Approaching standards | 65 | P |
| MB | Mastery – Below standards | 55 | F |

### [7.4](#sec-Other-Grades)Other Grades

#### [7.4.1](#sec-Fulfilled-Distribution-Requirement-ND-)Fulfilled Distribution Requirement (ND)

ND is the grade assigned to students when, through participation in an integrated course, they have sucessfully met a distribution requirement for purposes of progress toward graduation. UA Maker offers a variety of integrated courses, identified as such within the applicable course syllabus.

#### [7.4.2](#sec-Course-Extension-and-Audit-NU-)Course Extension and Audit (NU)

NU is a grade assigned to students who have successfully applied for a course extension based on the school course extension policy, and have subsequently completed a Course Extension Agreement. Following the assignment of this grade, students are enrolled in new course codes during Term 7 (summer), and are permitted to complete and submit the remaining course requirements in order to demonstrate their competency in the course content. These course codes are identified through the use of E in the seventh code position. Students earn credit through this process as applicable through the course extension process.

A student enrolled in Algebra, MEN11, needs additional time to demonstrate mastery of the course content and successfully applies for a course extension with the help of their advisor. The student completes the Course Extension Agreement and receives a grade of NU in MEN11, and is enrolled in MEN11QE. The student continues to work on the course content during Term 7. After three weeks, the student has successfully attained a passing grade as a result of demonstrating mastery of the course content, and receives the applicable grade and credit for MEN11QE.

##### [7.4.2.1](#sec-Distinguishing-between-Course-Extensions-and-Targeted-Credit-Recovery)Distinguishing between Course Extensions and Targeted Credit Recovery

The course extension procedure in place at UA Maker has been established in acknowledgement that, due to differences in the pace of learning of individual students, some students benefit from additional time and support in order to achieve mastery in the content of the course. Our Mastery Based learning model is intended to support the differences between students and to enable them, as much as possible, to learn and grow through high quality instruction and at their own unique pace.

These goals are supported by our school wide annualized instructional approach and our use of a variety of course content delivery mechanisms.

Targeted Credit Recovery, designated by the letter R in the seventh code position, is not in use at UA Maker and supports a different need- where students require intensive supplementary instruction in order to achieve passing status. In these circumstances and wherever possible, UA Maker provides students with opportunities to repeat course content using “Selective” versions of courses to avoid the repetition of circumstances identical to those under which the student was not able to be successful on their initial attempt.

Course Extensions, designated by the letter E in the seventh code position, are the process that we have defined in order to provide students who have met rigorous eligibility criteria with additional time during the summer term in which to continue, uninterrupted and without repetition, the learning that they have undertaken during the spring term in order to achieve passing status in the course and earn applicable credit.

#### [7.4.3](#sec-Incomplete-NX-)Incomplete (NX)

In extenuating, documented circumstances (such as a death in the family, surgery), students may receive a grade of Incomplete (appears as NX on their transcript). A student may make an explicit application for an Incomplete grade as part of the Course Extension Application Process. The students advisor or any staff member may also initiate such an application on behalf of the student.

A student who has been determined to be eligible for a grade of Incomplete will be provided with a letter outlining the conditions of the NX grade. Both the student and their advisor must sign this letter prior to the grade being assigned to the student by the programming chair.

A student who has been awarded a grade of Incomplete must successfully complete the remaining course requirements by the end of the term following the termination of the course in order to recieve a final grade and credit, as applicable. NX does not have a pass/fail or numeric equivalent.

#### [7.4.4](#sec-New-or-Recently-Admitted-Students-NL-)New or Recently Admitted Students (NL)

Students who enroll in a course after it has started may have missed assignments or assessments needed to generate a complete course grade for a given marking period. These students may be given a grade of NL in STARS to indicate this circumstance. ‘NL’ does not have a pass/fail or numeric equivalent. Students who receive a mark of NL must successfully complete remaining course requirements by the end of the term following the termination of the course in order to receive a final grade and credit, as applicable.

A student may use their status as a New or Recently Admitted Student in support of their application for a course extension. Each student’s advisor, or any member of staff, may initiate such an application on behalf of the student.

A student who has been determined to be eligible for a grade of Incomplete will be provided with a letter outlining the conditions of the NL grade. Both the student and their advisor must sign this letter prior to the grade being assigned to the student by the programming chair.

#### [7.4.5](#sec-No-Show-NS-)No Show (NS)

A grade of NS is given to a student who fails to attend a course and does not participate in any of the work from which a grade can be derived. NS has a pass/fail equivalent of fail and a default numeric equivalent of 45.

This mark is used in egregious situations, when students have been given reasonable chances to make up missed work and their absences are so chronic that only a failing mark is appropriate. Classroom teachers may award this grade in consultation with the Admin team where both the following conditions are met:

* The student has not completed any graded coursework
* The students course attendance rate is 60% or less

#### [7.4.6](#sec-Course-Waived-NW-)Course Waived (NW)

Used to waive incomplete gym credit requirements where the student has completed all other graduation requirements. Equivalent to a Pass.

#### [7.4.7](#sec-Long-term-absenteeism-and-Home-and-Hospital-Instruction)Long-term absenteeism and Home and Hospital Instruction

Where possible, instead of giving failing grades, long‐term absentees (LTA) shall be discharged appropriately. Similarly, students who are on home and hospital instruction shall not receive NS marks.

## [8](#sec-Grading-Timeline)Grading Timeline

|  |  |
| --- | --- |
| 2016‐2017 | Grading Timeline |
| Friday November 11 | Grades Close for 1st MC |
| Monday November 14 | Grades Due |
| January | Promotion in Doubt determination undertaken |
| Friday January 20 | Grades close for 2nd MP |
| Monday January 23 | Grades Due |
| Week of January 23 | Regents Week |
| Tuesday January 31 | Spring Term Begins |
| February 15th | Families notified for students who are Promotion in Doubt |
| Monday April 3 | Grades Close for MP 3 |
| Wednesday April 5 | Grades Due |
| Monday May 15 | Course Extensions Due |
| June 1st | Decisions returned on course extension applications |
| June 8th | Course Extension Agreement paperwork delivered to advisors |
| Monday June 12 | Last Day of Classes Grades Close for MP 4 |
| June 15th | Final deadline for completed Course Extension Agreements |
| Wednesday June 28 | Last Day of School |

### [8.1](#sec-When-and-how-a-grade-can-be-changed-after-it-has-been-finalized)When and how a grade can be changed after it has been finalized

Grades in STARS are finalized four weeks following the end of the term. As courses at UA Maker are designed to adhere to an annualized instructional approach, the applicable deadline falls approximately four weeks after the conclusion of classes at the end of the school year.

Grades may be changed after this deadline only by a member of the school administration or the programming chair, and only at the direction of the principal. The principal shall direct retroactive changes to student grades only during the following circumstances:

* An error was made in the calculation or entry of a grade
* A grade update must be made after the completion of outstanding coursework, replacing NX (incomplete) or NL (recent admit), no later than the end of the term following the grade (Term 7)
* In the event of a Principal Override, in accordance with CSA and UFT contracts

#### [8.1.1](#sec-Annualization-Updates)Annualization Updates

Courses at UA Maker are instructionally annualized, designed to accomodate students in demonstrating mastery of course content and skills throuough a 36 week learning cycle, and coded in STARS using N in the third character, indicating annual course duration with transcript grades posted once per year.

Some courses at UA Maker meet predominantly during either the fall or spring semester. Learning activities and opportunities to demonstrate enhanced mastery are spiraled throughout the year. Classroom teachers use school‐wide activities as opportunities to improve the accuracy of the grades and feedback provided to students.

As a result of this year long term model, grades are finalized for all courses four weeks after the conclusion of classes at the end of the spring semester. Annualization updates are not generally used as a process to document the growing mastery of students, which is captured instead by the interim grades delivered to students and families at the conclusion of each of the four marking periods, and which more accurately reports the narrative of students’ growth in each course.

## [9](#sec-Implementation)Implementation

### [9.1](#sec-Multiple-Grading-Policies)Multiple Grading Policies

This school‐wide grading policy represents the standard procedure for the calculation and awarding of grades at UA Maker.

In order to preserve flexibility for modifications to the school wide grading policy, additional grading policies may be established either at the department, grade, or course level, provided that the alternate policy apply equally to all students within the impacted department, grade, or course. In circumstances where additional grading policies are established, they must be made available to all impacted students and families. At the course level, grading policies should be established as part of the syllabus, and made available to students at the beginning of the course.

Grading policies modifying the school‐wide grading policy may only be established when all of the following conditions are met:

* The teacher seeking to establish the alternate policy must consult with the principal or their designee and recieve their approval
* The alternate policy must be in full compliance with academic policy set forth by the Department of Education
* The policy must be published and made widely available at the beginning of the term in which the policy shall take effect
* The policy must explain:
  1. When students recieve grades
  2. How courses are graded
  3. How mastery is measured
  4. The scale of marks used by the deparment, grade level, or course

### [9.2](#sec-Implementing-Mastery-Based-Grading-to-Physical-Education)Implementing Mastery Based Grading to Physical Education

In accordance with DOE Academic policy, student grades are primarily determined by mastery of course content and skills for all courses at UA Maker. Non‐mastery measures, represented by the Success Strategies collection of standards, are not used as a determining factor in the success of students for any particular course.

Applying these principles to Physical Education, gym classes at UA Maker require students to demonstrate mastery of the collection of standards made available through Canvas at the beginning of the term. Gym classes are not graded solely on attendance, participation, or preparedness. Students’ demonstration of these non‐mastery factors contributes to their grades.

The NYC FITNESSGRAM may be used in support of students’ mastery of the course standards, however, improvement in FITNESSGRAM scores is not a factor in determining student grades.

### [9.3](#sec-Availability-of-the-grading-policy)Availability of the grading policy

The current school‐wide grading policy is available on the school website at [http://dev.uamaker.nyc/grading‐policy](http://dev.uamaker.nyc/grading-policy).

### [9.4](#sec-Updating-the-grading-policy)Updating the grading policy

Any person is free to contribute suggestions for changes to the grading policy (updates, error correction, modification or other). Throughout the school year, suggestions and contributions from staff, families, students, and any other source will be collected and considered for the following year. During the summer term, opportunities shall be provided for staff to discuss these changes, with the final determination of the grading policy to be at the discretion of the principal with consultation from teachers and families.

Any changes to the grading policy will not take effect until a new version is published at the beginning of the following academic year.

Any person wishing to provide feedback, contributions, or suggestions should consult the Contributions section above.

## [10](#sec-Acknowledgements)Acknowledgements

UA Maker gratefully acknowledges resources, support and feedback from the Department of Education, from [The Urban Assembly](http://www.urbanassembly.org), [Mastery Collaborative](http://www.masterycollaborative.org), [Springpoint Parters in School Design](Http://www.springpointschools.org), [Competency Works](http://www.competencyworks.org), and schools throughout the country working with Mastery Based Grading Models, and from numerous consultations and supportive discussions shared with experts in the field, all of which have made the construction of this grading policy possible.

Key documents supporting our grading policy include:

* [Grading Policy: Frequently Asked Questions and Checklist](https://intranet.nycboe.net/NR/rdonlyres/B3FC1669-E14D-473D-8AE5-654621456291/0/AcpolicyGradingPolicyChecklist.pdf)
* [HS Grading Policy Memo from the Chief Academic Officer](https://intranet.nycboe.net/NR/rdonlyres/1ED4A647-E596-403E-B37A-ED441D684BF0/0/AcpolicyHSgradingpolicy.pdf)
* [HS Academic Policy Guide](http://schools.nyc.gov/NR/rdonlyres/27BF8558-B895-407A-8F3F-78B1B69F030A/0/AcpolicyHighSchoolAcademicPolicyReferenceGuide.pdf)

Written in [Spec Markdown](http://leebyron.com/spec-md/).