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**Marking Guidelines**

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**Grades**

**1 - 3**

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| **Note:**  These Amended Marking Guidelines are the result of feedback from the field regarding subject area grading. No policy changes have been made; however, the content is streamlined to provide quick, relevant information for consistent grading. Additional resources on content areas, Students with Disabilities, and English Learners (EL) are available in the Marking Guidelines Appendices and can be found on the Office of Curriculum, Instruction, and Assessment website. |

The School District of Philadelphia has implemented a PA Common Core Standards-driven curriculum with aligned assessments in all content areas. The purpose of this document is to ensure consistency across the district as teachers calculate report card grades which reflect their classroom-based data and observations. Ultimately, it is expected that teachers use this guide as a tool in their professional decision-making while assigning marks, supported by evidence of daily formal and informal observations.

**Introduction**

According to the Pennsylvania Department of Education’s Chapter 4 regulations, all students are required to be instructed in the Arts (Visual Arts, Music, Theater, and Dance), Health, and Physical Education during the school year. In some cases, schools are not able to provide these subjects during a given Term.  If a classroom teacher does not provide the Arts, Health, or Physical Education, then no grade will be given during that particular Term.

The alphanumeric Equivalency Chart below reflects the numerical mark assigned to each letter grade and is applied to all subject areas:

|  |
| --- |
| **Numerical scores for all content areas should be converted into the following letter grades:** |
| 100–90 = A |
| 89–80 = B |
| 79–70 = C |
| 69–60 = D |
| 59-50 = F |

**Notes:**

* Students whose final average falls below a 60 will receive an “F” on the final report card.
* Benchmark Assessments arenot a part of the report card grade**.** They are used as formative assessments to guide instruction.

**English Learners (EL)**

* **English Learners may not be given a failing mark based on their entering, beginning, developing, or expanding level of English proficiency. For any failing marks, teachers must provide documentation that instruction and assessment was modified appropriately and parents must be notified.**
* An English Language Learner’s instructional and independent reading level(s) may be below grade level because of his/her English language proficiency level. When this is the case, a below-grade reading level is not sufficient cause to lower a student’s reading grade.
* The classroom teacher must collaborate with the ESOL teacher when determining the reading, writing, and oral communication grades.
* Grading in all subjects must follow the same procedures outlined in the alphanumeric Equivalency Chart. However, teachers must use the WIDA Can Do Descriptors, available in the appendices or at www.wida.us/standards/CAN\_DOs/, to modify instruction and assessments. Grades must be determined based on modified instruction and assessment.
* Students that have been in the country less than 15 school days may be given a NG (No Grade). The reason code is “No grade due to late admission.”
* For further information regarding assessment of students in dual language programs, see the Dual Language Program Handbook, downloadable at: <https://webapps1.philasd.org/downloads/tdm/Dual_Language_Program_Handbook.pdf>

**Promotion Policy (as applies to grades 1-8)**

Promotion Policy (as applies to grades 1-8)

* In grades 1 and 2, students must pass reading and math.
* In grades 3 through 7, students must pass reading, math and science.
* In grade 8, students must pass reading, math, science and social studies.

**Policy Statement**

The policy of the School District of Philadelphia requires all students to meet specified requirements for promotion and the School District requires all students to meet specified requirements for promotion and graduation in accordance with federal, state and local guidelines.

The policy of the School District of Philadelphia requires all students to meet specified requirements in addition to specified local, state and federal requirements.

Children with disabilities will be promoted or will graduate if they satisfy the requirements of a program developed by an Individualized Education Program team.

**Policy Procedures**

Principals are required to monitor all report card grade entries made by teachers.

**NOTE:** This Promotion and Graduation Policy is on record as of 2004/2005. This revision is reflective of this policy, with the exception of the TerraNova and the End of Grade (EOG) tests, which are no longer used.

**Grading Policy**

All grades will be recorded in the district-provided electronic grade book in Infinite Campus, the Student Information System. It is suggested that students receive written feedback twice weekly. Therefore, at a minimum, teachers would enter at least two grades per week.

In adherence with the PA Core Standards for reading, the purpose of a reading assessment is to measure a student’s ability to gather, comprehend, evaluate, synthesize, report on, and interact with an extensive range of print.  Teachers evaluate student progress using the following:

* Reading Assessments (DRA2, aimswebPlus, formative assessments, summative assessments, etc.)
* Anecdotal Records’
* Student-teacher conferences
* Observations
* Analysis of Writing Samples

Students must receive grade appropriate instruction in phonemic awareness, phonics and vocabulary in order to develop fluency and comprehension. Effectively monitoring student progress allows teachers to select appropriate instructional materials to scaffold and sustain student reading–level growth.

Appropriate instructional material is **comprised of varied text** that is inclusive of but not limited to: multiple modalities (narrative, informational, argumentative, etc.), multiple themes, grade-level text complexity, reading behaviors across bands, student interests, and interdisciplinary works.  Teachers need to accurately identify the reading behaviors students have mastered and the reading behaviors still in need of development and instructional support. Correct identification of reading behavior ability will guide teachers and students to the proper selection of text.

**Instructional and Independent Reading Levels**

Students learn to read and develop as readers at different rates.  Using DRA2 periodically enables you to monitor changes over time in students’ reading performances and confirms ongoing observations and impressions of student reading achievement.  Teachers will use the DRA2 Continuum to track a student’s level for the following reporting categories: **reading engagement, oral reading fluency,** and **comprehension**.  For each reporting category, students will be identified as emerging, developing, independent, or advanced.

* For an Independent level the student’s total Oral Reading Fluency score and total Comprehension score must be at least within the Independent range on the Continuum.  If the student’s scores are below Independent, reassess with a lower-level text at another time.
  + See page Developmental Reading Assessments Guide, pages 40 - 66, in the DRA2 Teacher’s Guide.

The accuracy of the DRA2 level can be verified by working with students in guided reading or small group instruction.  If the DRA2 level is the proper instructional level, the student should demonstrate effective use of most of the reading behaviors (e.g., using word attack strategies at difficulty or self-correcting/rereading when meaning is lost) associated with that reading level. **See Appendix I.1 - I.12 for Reading Behaviors.**

**Reading**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GRADE 1** | **September** | **1st Term (November)** | **2nd Term (February)** | **3rd Term (April)** | **4th Term**  **(June)** |
| **Target Level (Proficient)** | **C and above** | **D and above** | **E and above** | **G and above** | **I and above** |
| **Strategic Intervention Needed** | A, B | C | D | F | G, H |
| **Intensive Intervention Needed** | \*PR | B and below | C and below | E and below | F and below |

**Goals for Independent Reading Levels – For Report Card Recording in Grades 1 - 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GRADE 2** | **September** | **1st Term (November)** | **2nd Term (February)** | **3rd Term (April)** | **4th Term**  **(June)** |
| **Target Level (Proficient)** | **I and above** | **J and above** | **J – K and above** | **K and above** | **L and above** |
| **Strategic Intervention Needed** | H | I | I - J | J | K |
| **Intensive Intervention Needed** | G and below | H and below | H and below | I and below | J and below |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GRADE 3** | **September** | **1st Term (November)** | **2nd Term (February)** | **3rd Term (April)** | **4th Term**  **(June)** |
| **Target Level (Proficient)** | **L and above** | **M and above** | **M - N and above** | **N and above** | **O and above** |
| **Strategic Intervention Needed** | K | L | L - M | M | N |
| **Intensive Intervention Needed** | J and below | K and below | K and below | L and below | M and below |

Shaded boxes indicate target independent level for each grade. Targets are printed on the report card.

**\*PR = Pre-Reading**

**Note: See Appendix pages 3 and 4 for information regarding Special Education: Students with Disabilities and English Learners (EL).**

**Goals for Instructional Reading Levels – For Instructional Planning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GRADE 1** | **September** | **1st Term (November)** | **2nd Term (February)** | **3rd Term (April)** | **4th Term**  **(June)** |
| **Target Level (Proficient)** | **D and above** | **E and above** | **F and above** | **H and above** | **J and above** |
| **Strategic Intervention Needed** | B, C | D | E | F, G | H, I |
| **Intensive Intervention Needed** | \*PR, A | C and below | D and below | E and below | G and below |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GRADE 2** | **September** | **1st Term (November)** | **2nd Term (February)** | **3rd Term (April)** | **4th Term**  **(June)** |
| **Target Level (Proficient)** | **J and above** | **K and above** | **K – L and above** | **L and above** | **M and above** |
| **Strategic Intervention Needed** | I | J | J | K | L |
| **Intensive Intervention Needed** | Below I | Below J | Below J | Below K | Below L |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GRADE 3** | **September** | **1st Term (November)** | **2nd Term (February)** | **3rd Term (April)** | **4th Term**  **(June)** |
| **Target Level (Proficient)** | **M and above** | **N and above** | **N – O and above** | **O and above** | **P and above** |
| **Strategic Intervention Needed** | L | M | M | N | O |
| **Intensive Intervention Needed** | Below L | Below M | Below M | Below N | Below O |

Shaded boxes indicate target instructional level for each grade. They are used to inform classroom instruction.

**\*PR = Pre-Reading**

**Note: See Appendix pages 3 and 4 for information regarding Special Education: Students with Disabilities and English Learners (EL).**

|  |  |  |
| --- | --- | --- |
| **Grade** | **DRA2 Level** | **Reading Level** |
| **K** | **A** | **PR** |
| **K** | **1** | **A** |
| **K** | **2** | **B** |
| **K** | **3** | **B** |
| **K** | **4** | **C** |
| **K** | **6** | **D** |
| **1** | **8** | **E** |
| **1** | **10** | **F** |
| **1** | **12** | **G** |
| **1** | **14** | **H** |
| **1** | **16** | **I** |
| **1** | **18** | **J** |
| **2** | **20** | **K** |
| **2** | **24** | **L** |
| **2** | **28** | **M** |
| **3** | **30** | **N** |
| **3** | **34** | **O** |
| **3** | **38** | **P** |

**Reading Level Equivalency Chart**

To determine the report card grade, the teacher uses a **COMBINATION** of graded assignments and the student’s independent reading level.  **The reading level alone does not determine the reading grade**.

**Determining a Reading Grade**

First, generate the numerical average of all graded assignments using the following weights:

|  |  |
| --- | --- |
| **Component** | **Weight** |
| Tests/Quizzes | 40% |
| Class Work/Participation  (written or oral work completed during class) | 30% |
| Projects/Presentations (ongoing endeavors that exhibit mastery of a concept in the curriculum) | 20% |
| Homework | 10% |

*These graded assignments must show a balance of grade-level tasks, as well as work at a student’s independent and instructional level. Benchmark Assessments are not a part of the report card mark.*

Second, the numerical average is one consideration when determining a student’s grade.  It ***may*** be adjusted based on reading level as indicated by the chart below:

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Numerical Score** | **Independent Reading Level** |
| A | 100-90 | At or above grade level |
| B | 89-80 | At or above grade level |
| C | 79-70 | At grade level/no more than 1 year below |
| D | 69-60 | 1½ to 2 years below grade level |
| F | 59-50\* | More than 2 years below grade level |

\* *Students who have an average below 60 may not be assigned a grade higher than a “B” on their report card.*

**Notes:**

* A reading grade will be assigned to each of the four Terms. How to determine a reading grade is defined in the chart above.
* An additional column will be added to the report card. This column will show the *average grade of the 4 Terms*.
* **See Appendix page 3**  for information regarding Special Education: Students with Disabilities
* **See Appendix B. 1 – B.2** for more information on Determining Independent and Instructional Reading Levels and Grade Level Targets.
* **See Appendix B.3** for Pennsylvania Department of Education PSSA Short Answer Response Rubric (Reading Assessment Rubric).

Students need ample opportunities to take part in a variety of rich, structured conversations.  Being productive members of these conversations requires that students contribute accurate, relevant information and engage in discourse to expand the conversation.

**Oral Communication**

Students must:

1. Contribute to large and small group discussions on grade-level topics and follow discussion rules such as listening to others, speaking one at a time, and staying on topic.
2. Retell a story in sequence using key story elements for fiction, as well as main ideas and details for non-fiction.
3. Relate a personal experience with relevant details expressing ideas and feelings clearly.
4. Ask questions to obtain information, clarify something that is not understood, or gather additional information to deepen understanding.

|  |
| --- |
| **Assess the student’s competency in each component according to the following levels, and input a numerical equivalent in the online system:** |
| A (100-90) - Student consistently uses communication skills in all 4 components |
| B (89-80) - Student frequently uses communication skills in 3 of the 4 components |
| C (79-70) - Student usually uses communication skills in 2 of the 4 components |
| D (69-60) - Student sometimes uses communication skills 2 of the 4 components |
| F (59-50) - Student rarely uses communication skills in the 4 components |

Students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding, conveying thoughts, feelings, and experiences (real and imaginary). The writing grade measures development and growth over time by assessing a collection of writing and multiple modes of writing (Informative/Explanatory, Persuasive, or Narrative). Due to a wide range of writing development across grades 1 – 3, various rubrics are used at each grade to reflect the student’s development towards conventional writing.

First and Second Grade:

* Writing samples are scored using grade-specific Pennsylvania Writing Assessment Domain Scoring Guidelines (**See Appendix C.3**).
* For first grade, writing samples are initially scored using the “Developmental Writing Stages” rubric (**See Appendix C.2**). As a student’s writing progresses and shows evidence of focus, content, organization and conventions, the Pennsylvania Writing Assessment Domain Scoring Guide for Grades 1 and 2 is used. **FOR STUDENTS WHO HAVE NOT MASTERED THE DEVELOPMENTAL STAGES OF WRITING, PLEASE ENTER A NUMERIC SCORE UNDER THE STAGES OF WRITING AND AN NG, AS OPPOSED TO AN F, UNDER THE WRITING RUBRIC SCORE IF THE STUDENT IS BELOW STAGE 5.**
* Each writing sample receives a score for each domain (focus, content, organization, style and conventions).
* For each writing sample, add the scores in all the domains and get a composite score of up to 20 points.
* Add all the composite scores together and divide by the total number of samples to get a rubric score for writing.
* Convert the rubric score into a numerical score and report card grade using the table below to generate a report card grade.

Third Grade:

* Writing samples are scored using the Pennsylvania Scoring Guidelines for Opinion, Informative/Explanatory and Narrative Writing (**See Appendix C.4 – C.6**).
  + Included in **Appendix B.3** is the Pennsylvania Rubric for Short Answer Responses. Students should be exposed to this rubric for writing by the end of third grade.
* Each writing sample receives a score based on the Scoring Guide specific to the mode of writing.
* The rubric score is the composite score up to 4 points.
* Add all the composite scores together and divide by the total number of samples to get a rubric score for writing.
* Convert the rubric score into a numerical score and report card grade using the table below to generate a report card grade.

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade 1, 2**  **Rubric Score** | **Grade**  **3**  **Rubric Score** | **Numerical Score** | **Report Card Grade** |
| 20-19 | 4.0 - 3.8 | 100-90 | A |
| 18-15 | 3.7 - 3.0 | 89-80 | B |
| 14-10 | 2.9 - 2.0 | 79-70 | C |
| 9-5 | 1.9 - 1.0 | 69-60 | D |
| 4-0 | 0.9 - 0 | 59-50 | F |

**Notes:**

* **See Appendix C.3 – C.6** for all Pennsylvania Writing Rubrics.

**Writing**

**Mathematics**

The goal of mathematics instruction is to promote conceptual understanding while supporting procedural and computational fluency. Mathematical proficiency in grades 1-3 includes Numbers and Operations in Base Ten, Operations and Algebraic Thinking, Geometry, and Measurement and Data. Students in grade 3 begin to study Numbers and Operations – Fractions.

**Teachers should support students consistently as they:**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

|  |  |
| --- | --- |
| **Component** | **Weight** |
| Tests/Quizzes | 40% |
| Classwork/Participation (written or oral work completed during class) | 30% |
| Projects/Presentation (ongoing endeavor that exhibits mastery of a concept in the curriculum) | 20% |
| Homework | 10% |

**Notes:**

“Classwork” is defined as a product that is to be completed by the student in class.

Acquiring scientific knowledge involves constructing hypotheses, conducting observations, formulating useful questions that provoke scientific inquiry and mastering content knowledge. Students in science need to be exposed to and participate in the experimental design process through hands on manipulation of materials.

Teachers have multiple opportunities to evaluate student progress using a variety of assessment strategies (chapter tests, unit exams, performance-based assessments, labs, research, etc.)

Generate the numerical average of all graded assignments using the following suggested weights:

|  |  |
| --- | --- |
| **Component** | **Weight** |
| Tests and Quizzes | 40% |
| Classwork/ Labs | 30% |
| Participation/Presentations | 20% |
| Homework | 10% |

**Notes:**

“Classwork” is defined as a product that is to be completed by the student in class.

In social studies, focus questions and global themes that are traditional allow students to understand self, neighborhood, community, city, state, nation and the world.

Teachers have multiple opportunities to evaluate student progress using a variety of assessment strategies (chapter tests, unit exams, journal writing, performance-based assessments, research, etc.).

|  |  |
| --- | --- |
| **Component** | **Weight** |
| Tests and Quizzes | 40% |
| Classwork | 30% |
| Participation/Presentation | 20% |
| Homework | 10% |

**Notes:**

“Classwork” is defined as a product that is to be completed by the student in class.

**Science**

**Social Studies**

**Digital Literacy and Technology Skills**

The purpose of assessing digital literacy and technology skills is to measure proficiency as indicated in PA Business, Computers, and Informational Technology Standard.

Teachers are encouraged to use multiple opportunities to evaluate student progress using the following suggested assessment tools:

* Anecdotal record
* Class participation
* Finished projects (individual/group)
* Logs
* Portfolios
* Presentations
* Quizzes/tests
* Reports

**See the Curriculum Engine for additional resources.**

Scoring: Multiple assessments are needed to calculate one report card grade.

Assessment for each marking period should be based on the following Digital Literacy and Technology Strands:

* Computing and Society: Internet Safety
* Digital Tools and Collaboration
* Digital Media and Literacy
* Computer Science Fundamentals and Coding

Grading in health is consistent with the criteria as indicated in the Alpha/Numerical Equivalency Chart on page 3. **See Appendix E** **for additional information on instruction.**

Grading in dance is consistent with the criteria as indicated in the Alpha/Numerical Equivalency Chart on page 3.  **See Appendix G.3** **for additional information on instruction.**

**Dance**

**Health**

**Physical Education**

**Theatre**

Grading in theatre is consistent with the criteria as indicated in the Alpha/Numerical Equivalency Chart on page 3.  **See Appendix G.4 – G.5** **for additional information on instruction.**

Grading in physical education is consistent with the criteria as indicated in the Alpha/Numerical Equivalency Chart on page 3. **See Appendix F for additional information on instruction.**

**Visual Arts**

Grading in visual arts is consistent with the criteria as indicated in the Alpha/Numerical Equivalency Chart on page 3. **See Appendix G.1** **for additional information on instruction.**

**World Language**

Grading in world language is consistent with the criteria as indicated in the Alpha/Numerical Equivalency Chart on page 3.  **See Appendix H** **for additional information on instruction.**

**Music**

Grading in music is consistent with the criteria as indicated in the Alpha/Numerical Equivalency Chart on page 3. **See Appendix G.2** **for additional information on instruction.**