

THE NEW YORK CITY DEPARTMENT OF EDUCATION

STUYVESANT HIGH SCHOOL

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Stuyvesant High School Grading Framework

Grades are an important way of communicating with our students; they provide feedback to them (and families) on their learning progress and their acquisition of content knowledge and skills. Our mission at Stuyvesant is “to instill the intellectual, moral and humanistic values necessary for each child to achieve their maximum potential as a student and as a caring citizen of the world.” Therefore, our grading framework provides guidance for how we position and prepare our students to achieve our institutional goal.

The Stuyvesant grading framework includes three categories (with examples of each) which will contribute to a student’s final grade in a course. Departments will determine the percentage of each category based on the nuances of their subject areas; however, two categories (Homework/Preparation and Classwork/Participation) will count for a minimum of 15% individually and 30% in total, so that the Summative Assessments category is no more than 70%.

This school-wide policy is meant to ensure that grading practices create greater fairness and consistency for our students, and that students are not pressured to prioritize one subject or class at the expense of others.

Summative Assessments (maximum 70%):

- Examinations and Performance-Based Assessments
- Projects
- Essays/Papers/Reports
- Quizzes
- Individual/Group Presentations
- Artistic Performances/Products

Homework / Preparation (minimum 15%):

- Written assignments
- Reading assignments

- Auditory assignments
- Spoken assignments
- Meeting work deadlines
- Reading quizzes
- Regularly reviewing and contributing to Google classroom as appropriate to each class
- Maintaining an organized notebook and/or laboratory manual
- Solving practice problems
- Completing worksheets
- Responding to emails or other forms of communication from your teacher

Classwork / Participation (minimum 15%):

- Making positive contributions to classroom culture (through announcements, class minutes, contributing to class discussions, citing and supporting classmates)
- Taking notes
- Presenting solutions to the class
- Answering and posing questions
- Participating in learning activities
- Participating in laboratory activities

Late/Missing Assessments¹

Regular assignments (homework, classwork, etc.) and summative assessments (tests, projects, papers, etc.) are a way for students to demonstrate knowledge and for teachers to provide feedback that furthers learning. For this reason, students are expected to complete and to submit these assignments and assessments when they are **due**. Meeting deadlines is a critical expectation in the teaching and learning process so that students stay on track with the class as well as develop effective time management. Therefore, students should communicate with their teachers to arrange for and to agree upon timely submission of any outstanding work.

Students who fail to submit regular assignments (homework, classwork, etc.) for any other reason besides an excused absence may be penalized at the teacher's discretion. Students who do not take/submit summative assessments for any reason must be given an opportunity to take/submit the assessment. The teacher and student will agree upon how and when students will make up the missing assessment in a timely manner. In the rare instance when a student and teacher cannot reach an agreement, the department chair will help to resolve the issue. With the exception of an excused absence, late/missing submission of assessments may result in a penalty on the student's "Homework / Preparation" grade.

¹ Additional guidance for extended time on summative assessments forthcoming.