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Grading Policy

At PS 58, we are committed to maintaining the highest standards of teaching and learning. We believe that all students should have plenty of opportunities to delve into the academic subjects taught at their grade level, and continue to grow intellectually. From engaging lessons to challenging assignments, we strive to create an environment that nurtures curiosity and promotes critical thinking.

We believe that learning is a continuous process, and it's normal for students to need more than one attempt to demonstrate their skills and knowledge. Grades help us see what your student knows and can do at a specific point in time, giving us insights into their strengths and areas where they might need some extra support. Grades help us gauge your student's growth and identify areas where we can work together to help them improve.

We use a comprehensive assessment system that incorporates a variety of both informal and formal assessments.

Informal Assessments:

We believe in the power of ongoing, informal assessments to gauge student understanding on a regular basis. These assessments can take various forms such as classroom observations, answers to verbal questions, quick whiteboard check-ins, student work samples from daily work, notebooks, math workbooks and other pieces of work. By continuously assessing students in an informal manner, we can gather real-time data to make informed instructional decisions.

Formal Assessments:

In addition to informal assessments, we also utilize formal assessments to evaluate student progress and mastery of specific learning objectives. These may include letter inventories, FUNdations Program assessments, spelling assessments, math unit assessments, writing prompt assessments, and more. These formal assessments provide a more structured approach to measure students' knowledge and skills across different subject areas.

Regular use of both informal and formal assessments enables us to identify struggling students early on. With this information at hand, we can promptly intervene with targeted support strategies before any learning gaps widen. By employing a diverse range of assessment methods, we gain valuable insights into each student's strengths and areas for improvement. This allows us to tailor instruction to meet their unique needs effectively.

Other work we work to assess may include: published writing pieces, quick jots, science experiments,

Standardized assessments:

These assessments are given to students across New York City and New York State. These assessments measure students' understanding of skills, progress from year to year and also the academic core of our program. These assessments include the academic screeners that assess foundational skills (administered 3 times a year), New York State assessments in Math, English Language Arts, and Science.

Grading policy tenants:

At PS 58, we are committed to a culture of Social Justice, Teamwork, Respect, Inclusion, Diversity, and Equity. We encourage all members of the community to explore topics and issues relating to diversity and inclusion. We strive to create a space for all students to learn to their fullest extent possible. We are working to promote kindness, awareness, civic mindedness, understanding and meaningful interaction among the members of our community.

In order to accomplish this we must provide students with multiple pathways to learn and multiple ways to assess their learning. No one assessment can define a learner. We strive to look at each child holistically to adequately assess their strengths and areas for growth.

Marking periods:

Students in First Grade through 5th Grade will receive a report card at the end of each of the three marking periods. Students in Kindergarten receive a progress report at the end of the first marking period, then receive a report card at the end of the second and third marking periods. Report cards will be distributed three times per year, specifically in December, March, and June for students in grades 1-5. Students in Kindergarten will receive a progress report in December and report cards in March and June. These reports are designed to keep you informed about your child's progress in relation to grade-level standards as well as their social-emotional growth. It is important to note that final grades are based on the June report card and not an average of the trimesters. This ensures that your child's academic achievements throughout the entire school year are accurately reflected.

2025-2026 Parent Teacher Conferences:

Parent-teacher conferences offer a valuable opportunity for open and constructive dialogue between teachers and parents. It is during these meetings that teachers can share insights into your child's strengths, areas for improvement, and overall performance in the classroom. Likewise, it is a chance for you to ask questions, provide additional information about your child's needs or learning style, and collaborate with teachers in developing strategies to support their academic growth.

This year, Parent teacher conferences will be held on *Thursday, 11/6 and Thursday 3/5*. To ensure a smooth scheduling process, your child's classroom teacher will be reaching out to you soon with a sign-up sheet. This will allow you to select a time slot that works best for you during the designated conference hours.

Grading Scales:

Students will receive numerical grades (1-4) based on the mastery of standards on their report cards

- 4 = Exceeds standards
- 3 = Meets standards
- 2 = Approaching standards
- 1 = Below standards

Promotion Policy:

In accordance with Chancellor's Regulation A-501 and the NYCDOE Promotion Implementation Guide, PS 58 has defined benchmarks and multiple measures that students must achieve in order to be promoted to the next grade level. Each measure, and its benchmark, represents the content and skills students need to master, or show sufficient progress towards, in order to be ready for and successful in the next grade. These grade-level benchmarks, established in September of each school-year, will be communicated to

students and families to ensure a mutual understanding of what students need to accomplish throughout the year, in order to be ready for the next grade level. The Promotion Policy is designed to ensure that all students in a given grade are held to the same promotion benchmarks and enter the next grade with the same level of readiness.