

6th/7th Grade Spanish/French

Emmeline Hallam

Welcome to Parkview Middle School and to Ms. Hallam's class!

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Course Description: Students in this class will be developing language skills through reading, writing, speaking, and listening activities. Students will be provided with multiple forms of learning: whole group, small group, pairs, and independent work to enhance their understanding of the language and culture.

Reporting in Infinite Campus

For assessments, you will see letters instead of numbers. These letters are essential data points we are collecting on grade level skills and grouped according to standard. These data points show growth on a particular standard and come from quizzes and projects.

Here are what the letters represent:

B = Beginning Stages of Learning

P = Progressing Toward the Standard

S = Secure at Grade Level

E = Exceeding the Standard

- A mix of letters means they performed in between two levels according to the rubric.
 - __H= high within that level
 - __L= low within that level
- M = Missing. IC sends out notifications on Tuesdays if your student is missing work.

We will enter a percentage based on the performance for each standard in Infinite Campus at 6 weeks and 9 weeks.

Standards Rubric

Standards	Exceeding* (E)	Meeting the Standard (S)	Progressing (P)	Beginning (B)
Interprets written and spoken language	Recognizes words, phrases and more complex sentences using context clues.	Recognizes familiar words, phrases and simple sentences.	Recognizes familiar words and phrases.	Recognizes words or phrases that are similar to their own language.
Communicates and presents information orally and in writing	Asks, and answers a series of questions using complete sentences with details.	Produces a number of highly practiced words, expressions, and questions, and uses highly practiced complete sentences with comprehensible accuracy.	Produces highly practiced words, expressions, and questions and uses sentence fragments with some comprehensible accuracy.	Produces words in isolation and may default to English.
Compares the products and practices of cultures associated with the target language to own culture.	Identifies and defines products and practices of the culture being studied with details and makes comparisons to own culture.	Identifies products and practices of the culture being studied and makes comparisons to own culture.	Identifies products and practices of the culture being studied and makes comparisons to own culture with incomplete understanding.	Names cultural products and practices that have been studied.

Letters to Percentages Translation:

- A 0-100 percent scale will be utilized at the secondary level in the Ankeny Community School District.
- When utilizing a rubric with a E, S, P, B scale, teachers will show the connection between a student's performance on the rubric to the assigned grade within the 0-100 percent scale. This connection will be communicated throughout the learning progression for the purpose of providing feedback.
- When a rubric is converted to a letter grade, the 0-100 percent scale will be employed.

Performance Level	Grade Conversion	Logical Percentage Equivalent
Exceeding the Standards	A	99%
	A	96%
Meeting the Standards	A	93%
	A-	91%
	B+	89%
	B	85%
Approaching Proficiency	B-	81%
	C+	78%
	C	74%
Beginning	C-	71%
	D+	68%
	D	65%
	D-	62%
No Evidence	F*	50%*

* Some piece of student work has been submitted, but it provides no evidence of meeting even a beginning performance level on any of the criteria.

Grading Scale for Non-weighted Classes: *(If your class uses a weighted grading scale, please replace this information accordingly.)*

Academic Integrity

All students are expected to commit to high standards of personal and academic integrity. Students are expected to do their own work and document sources appropriately.

Guiding Practices:

Multiple and Varied Assessment Opportunities

All students should have multiple and varied assessment opportunities to demonstrate higher levels of achievement. Additional opportunities may include being reassessed on only the content/skills not mastered, spiraling assessment of content/skill on subsequent assessments, reassessment of an alternate form of an assessment (e.g., Form B instead of Form A), student revisions of work products based on descriptive feedback, or alternative methods of assessments (e.g., an oral response rather than a written test).

Guidelines for reassessment opportunities include the following:

- Students will be provided the opportunity to be reassessed - best practice is to provide additional opportunities for students to demonstrate learning during future assessments.
- Teachers determine appropriateness and authentic need for reassessments.
- Reassessment method will be provided at the discretion of the teacher.
- Reassessments will be given within a reasonable time frame that the teacher determines and students will be communicated with in advance.

Homework / Independent Practice

Homework is an opportunity for students to practice skills, apply knowledge, review and build on past learning, and extend learning. Homework is individualized and based on each student's progress towards established standards. The purpose of the assignment will determine whether or not a grade is given and will be clearly articulated to students. Through independent learning tasks (homework), students assume more responsibility for their learning and are given opportunities to apply what they have learned to new situations or experiences.

Extra Credit and Bonus Points

To ensure that grades reflect progress toward and achievement of the standards, giving extra credit points or bonus points will not occur in this class.

Behavioral Expectations

The work habits/behavior standards are for grades 6-12 courses in our district. These work habits/behavior standards will be reported throughout the semester and are as follows:

- Organization and Readiness
- Productivity and Accountability
- Collaboration Skills
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Performance Levels for Work Habits/Behavior Standards:

MS = Meets Standard

PM = Partially Meets Standard

DM = Doesn't Meet Standard

NE = No Evidence

These descriptors are intended for feedback and communication and do not impact a student's GPA.



Standards: <i>The student will demonstrate...</i>		Meets Standard (MS)	Partially Meets Standard (PM)	Doesn't Meet Standard (DM)	No Evidence (NE)
Schoolwide Positive Behavior Interventions and Supports (PBIS)	Organization & Readiness	<i>The student consistently...</i> <ul style="list-style-type: none"> • Brings necessary materials to class. • Organizes and maintains materials. • Turns in assignments on time. 	<i>The student usually...</i> <ul style="list-style-type: none"> • Brings necessary materials to class. • Organizes and maintains materials. • Turns in assignments on time. 	<i>The student does not...</i> <ul style="list-style-type: none"> • Bring necessary materials to class. • Organize and maintain materials. • Turn in assignments on time. 	<ul style="list-style-type: none"> • The standard has not been measured or assessed this grading period.
	Productivity & Accountability	<i>The student consistently...</i> <ul style="list-style-type: none"> • Is engaged (on-task). • Asks clarifying questions when needed (advocates for self). • Transitions between activities. 	<i>The student usually...</i> <ul style="list-style-type: none"> • Is engaged (on-task). • Asks clarifying questions when needed (advocates for self). • Transitions between activities. 	<i>The student does not...</i> <ul style="list-style-type: none"> • Engage (on-task). • Ask clarifying questions when needed (advocate for self). • Transition between activities. 	<ul style="list-style-type: none"> • The standard has not been measured or assessed this grading period.
	Collaboration Skills	<i>The student consistently...</i> <ul style="list-style-type: none"> • Makes contributions to group interactions and activities • Respects multiple opinions and points of view to accomplish collaborative tasks 	<i>The student usually...</i> <ul style="list-style-type: none"> • Makes contributions to group interactions and activities • Respects multiple opinions and points of view to accomplish collaborative tasks 	<i>The student does not...</i> <ul style="list-style-type: none"> • Make contributions to group interactions and activities • Respect multiple opinions and points of view to accomplish collaborative tasks 	<ul style="list-style-type: none"> • The standard has not been measured or assessed this grading period.

Formative and Summative Assessment:

- **Formative Assessment:** Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.
- **Summative Assessment:** Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.

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