

Welcome to NVMS 8th Grade Science

Contact information:

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How Students will be graded:

The student's 18-week grade will be 100% based on summative assessments. A

summative assessment is defined as any assessment that provides evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness. These assessments may include quizzes, projects and unit tests. The student's grade will be calculated from the total points possible each semester based on a 100-point scale. When graded using a rubric, the following categories will be used: Beginning, Progressing, Meeting the Standard, and Exceeding. The connection between the students' performance and the assigned percentages will be communicated at the onset to ensure the proper learning progression and opportunities for feedback are provided.

Grading Scale:

Minimum Percentage	92.5	89.5	86.5	82.5	79.5	76.5	72.5	69.5	66.5	62.5	59.5	Below 59.4
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Multiple and Varied Assessment Opportunities (including Retakes)

All students will have multiple assessment opportunities to demonstrate higher levels of achievement. To that end, the expectation is that students are prepared and ready to take formal assessments on the date the teacher deems appropriate. The teacher determines the appropriateness and authentic need for reassessment. For example, if a student scores 85% or higher on the original assessment, s/he has already demonstrated proficiency. There may not be an authentic need for reassessment.

Retakes must be completed within two weeks of the date on which students receive the results of the assessment. Each teacher will provide available times for retakes. This may include before and after school. Generally, reassessments will be limited to one retake per assessment. The retake score will be the final score on the assessment.

If a student signs up for a retake and doesn't show up for it, they forfeit their right to retake the assessment unless a reasonable circumstance prevented them from making it. The student's retake score will be their final score on the assessment.

Homework / Independent Practice:

The NVMS Science Department will use homework as opportunities to practice skills, apply knowledge, review and build on past learning along with extended learning. Some non-graded items may also include Formative Assessments. Formative Assessments are defined as formal and informal processes teachers and students use to gather evidence for the purpose of improving learning. Based upon this, the 8th and 9th grade Science

department will weigh homework, formative assessments, and practice as 0%. However, this does not mean students will not be required to complete these items as these are essential to their learning.

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.

However, this doesn't mean students will not be required to complete homework. Prior to taking a summative assessment, students will be required to show completed homework assignments at the teacher's discretion.

Evidence of practice

Prior to taking assessments, students will show evidence of preparation by checking in with their science journal prior to an assessment. This will be done at the teacher's discretion. **If a student has not shown evidence of practice, they will have the choice to take the assessment without the possibility of a retake OR to complete the required homework and schedule a later time to take the assessment within two weeks of the original assessment date.**

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 vision of the Ankeny Community Schools is that behavior will be reported separately from academic achievement. We will be using the newly revised "Work Habits Tool" to communicate with parents about student behavioral success and growth areas. Behavior expectations for this course follow the NVMS:

<i>Be Responsible</i>	<i>Be Respectful</i>	<i>Be Safe</i>
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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

For those of you accessing this document electronically, the work habits tool can be accessed [here](#). We will be using the following performance levels:

Performance Levels for Work Habits/Behavior Standards			
MS	PM	DM	NE
Meets Standard	Partially Meets Standard	Doesn't Meet Standard	No Evidence

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

Next Generation Science Standards: *(These are the essential learnings for this course and will be spiraled throughout the year.)*

- MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services
- MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
- MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
- MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
- MS-LS4-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.
- MS-PS2-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
- MS-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object
- MS-PS4-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
- MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
- MS-ESS2-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
- MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions
- MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society

Supplies needed daily:

- Chromebook
- Pencil / Pen