

Credit by Proficiency/Standards Based Grading: Please refer to this syllabus for more details on how your student's grade is calculated. To view your student's progress towards proficiency on course standards as well as their personal management for the class, please use the *Parent Links* button on the top of the SHS homepage to access the link to Pinnacle (a password-restricted website). A letter will be mailed home with instructions for using the website as well as a log-in and password. For further assistance with your log-in or password, please contact Debbie Valoff (ext3799) in the Silverton High School Counseling Center (503-873-6331). Our homepage can be found at:

<http://silvertonhigh.silverfalls.orvsd.org/>

Students' grades will be determined by the students' mastery level on these Course Standards:

1st Semester

Chapter 1: Connections To Algebra

Chapter 2: Properties Of Real Numbers

Chapter 3: Solving Linear Equations

Chapter 4: Graphing Linear Equations And Functions

Final

2nd Semester

Chapter 5: Writing Linear Equations

Chapter 6: Solving And graphing Linear Inequalities

Chapter 7: Systems Of Linear Equations And Inequalities

Chapter 9: Solve System Of Equations

Final

Grading Specifics: In this course each of the major TOPICS will have specific Targets attached to them. Each learning Target will be scored on a 5, 4, 3, 2, 1, 0 scale as described below.

5 Points: Exemplary

The student demonstrates a **complete** (this means all work must be shown) **conceptual and procedural understanding** of the problem. The answer is clearly identified and **entirely complete**.

4 Points Proficient

The student demonstrates an **adequate conceptual and procedural understanding** of the problem. The answer is clearly identified and **essentially correct**. (if a minor error is pointed out the student could easily correct it themselves) OR the answer is **correct with only partial work shown**.

3 Points Nearly Proficient

The student demonstrates an **inadequate conceptual and procedural understanding** of the problem. The answer is unclear or **incorrect** and there are some **major flaws** in the process, but the student displays **some familiarity with concepts**.

2 Points In Progress

The student demonstrates **almost no conceptual and/or procedural understanding** of the problem. The answer is **missing** or **incoherent** or **incorrect** with too little work shown to be able to evaluate the student's understanding.

1 Point Beginning

The student makes **no legitimate** attempt to work the problem. Answer is inconsistent to what is being asked.

0 Points No Attempt made

The student has not taken the assessment or left a problem blank.

Those Target scores will be averaged to give the TOPIC a standard score. Scores on each TOPIC will determine the students' overall grade as follows:

A: TOPIC scores average to 4.5 or above **AND** with no TOPIC scored below a "3"

B: TOPIC scores average to 4.0 or above **AND** with no TOPIC scored below a "2"

C: TOPIC scores average to 3.5 or above **AND** with no TOPIC scored below a "1"

D: TOPIC scores average to 3.0 or above **AND** with no TOPIC scored below a "1"

Students will be allowed multiple attempts on each target. As a general rule, students will be required to do some form of corrective action before they can retake a target. Retakes of Targets must be completed before the start date of the next test. The student's score on a target will be the best score they receive on any of the attempts.

Classroom Expectations: Students need to come to class prepared each day... materials and text! **This means the required text and/or worksheet assignments that are due or being discussed.**

***Be Respectful**

- Listen when others talk
- Use appropriate language
- Keep inappropriate technology put away

***Be an Active Learner**

- Justify and share your reasoning
- Demonstrate leadership-be a model for other students
- Reach your own answers

***Be Responsible**

- Give your best effort
- Turn in assignments on time
- Accept responsibility for your choices
- Work well with others

***Be Resourceful**

- Utilize all possible resources
- Ask questions
- Have persistence in seeking help

Absences: If your student will be missing class, please remind them to make arrangements ahead of time if possible so that their return will be a smooth transition. Contacting or making arrangements with the teacher directly is the best option. **Every day** is an important day in class. Being absent means the student will be missing one or all of the following: new information, review of previous information, class discussion, student-led questions/examples/explorations, test reviews, testing days, and the social/academic interactions with peers and staff that make high school such a special time.

Needed Supplies:

To be successful in this class Students must have the following by the end of the first week of class:

***spiral notebooks** (college or wide rule are acceptable)

***scientific calculator** (NO GRAPHING CALCULATORS)

***3-ring Notebook** (1-1.5") **w/ pencil pouch to hold**.....

***pencils, Highlighters, straight-edge**

Having these materials is an expectation for this course... students without materials will be excused from class until they have materials with them. Lack of materials due to financial difficulties needs to be brought to the teacher's attention.

Parents who have any questions throughout the year the fastest response time is through email. Please access the school website and for grade and contact information. E-mail links are listed below.

Contact information:

| | | | |
|-----------------|--------------|-----------|---------------------------------------|
| Lucky Rogers | 503-873-6331 | ext. 3781 | rogers_lucky@silverfalls.k12.or.us |
| Todd Brown | 503-873-6331 | ext. 3750 | brown_todd@silverfalls.k12.or.us |
| Lindsay Everitt | 503-873-6331 | ext. 3880 | everitt_lindsay@silverfalls.k12.or.us |

PLEASE PRINT THE FOLLOWING INFORMATION

_____ Student Name

_____ Student Signature

_____ Parent/Guardian Name

_____ Parent/Guardian Signature

Phone Number: _____

Thank you for taking interest in your student's academic well-being. We all look forward to working ***together, every day*** to make this a special school year.