

EXPECTATIONS FOR SECONDARY LITERACY COURSE SYLLABI

The information in this document is expected to be included in syllabi for all literacy courses beginning with the 2018-2019 school year.

Please note the following:

- The Secondary Literacy and SBLA is to be an attachment to be included with your class syllabus.
- If you currently do not provide a syllabus to your students, it is expected that you communicate information regarding grading and assessing in your course to your students and their parents.
- As our district progresses with implementation of standards-based practices, this document will be updated each year with input from the Teacher Leadership Teams.
- If you have any questions, please contact your building administrator and/or Division Chair.

Minimum information to be included:

- Contact information: Phone number, email, best way to communicate
- Course Name and Description (found in curriculum frameworks)
- Student Learning Outcomes
- Assessments
- Required Course Materials
- Whole Class Texts
- Classroom Expectations

ELEMENTS of 4C Communicating with Families:

- 1. Provide information about the instructional program**
 - Give parents and families information in an appropriate, timely, meaningful way
 - Have students create materials to share and to communicate information to parents
- 2. Provide information about individual students**
 - Let families know how their child is progressing in class
 - Information should be meaningful, timely, and sensitive to individual family cultures and dynamics
- 3. Engage families in the instructional program**
 - Students can help to create these opportunities

Secondary Literacy and Standards-Based Learning and Assessment

The purpose of Standards Based Learning is to ensure that a student's grade is reflective of his or her mastery of the course's strands (see below). Since Standards Based Learning models do not use the traditional point scale, but instead collect accurate evidence of student performance and academic growth to determine mastery, students will reflect on and build their knowledge and skills throughout the semester. At the end of the semester, the teacher reviews the evidence presented by each student, for each strand, and converts said evidence into a traditional letter grade. In this model, student learning is based on neither points nor weights, but a professional interpretation of evidence of student mastery of the strands.

Course Strands (what students will be graded on)

- Comprehension (Reading Standard 1)
- Vocabulary (Reading Standard 4 and Language Standard 4)
- Range of Reading (Reading Standard 10)

Student Evidence/Assessments

Evidence of Learning and For Learning is any artifact that indicates whether or not a student has achieved proficiency in a strand. This is both a formal and informal processes used to improve learning.

For example, evidence in reading classes may include, but is not limited to:

- Comprehension questions
- Discussions
- Annotations showing understanding
- Book exits

Score	What does it mean?
4 = Mastery	Demonstrates ability to apply extended thinking about the skills and knowledge of the standard
3 = Proficient	Demonstrates skills and knowledge of the standard
2 = Basic	Demonstrates a basic understanding of the skills and knowledge of the standard
1 = Below Basic	Demonstrates a below basic understanding of the standard; may demonstrate gaps in skills and knowledge
0 = No Evidence	There is no, or insufficient, evidence of learning to assess the standard at this time
NE = Not Evaluated	This standard has not been evaluated at this time

Determination of the Semester Grade

Determination of the semester grade is not an average of the completed work. At the end of the course, the student's final grade will be a composite ranking in each of the course strands. Please note:

- Letter grades will continue to be assigned at the end of the semester for all language arts courses at the secondary level.
- Standards-based Rubrics will be used to determine student's level of proficiency using the 0-4 scale based on set criteria.
- Rubrics will be distributed at the beginning of a unit of study and referred to throughout the learning progression for the purpose of providing feedback.

Retakes

- Students will have multiple assessment opportunities to demonstrate higher levels of achievement.
- The opportunities may be initiated by the instructor or the student, but always at the discretion of the teacher.
- The most current grade will show in Infinite Campus- if a student starts with a 2 and then earns a 1 on a retake, the 1 will be the score reflected online (and in grade determination if it is near a grade reporting window).
- Retakes must be completed within a reasonable time of the original assessment being handed back.

Late Work

Any late work that a student may have must be turned in within the retake window. Once the retake window is closed, the assessment will no longer be accepted.

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.
- The vision of U-46 is that behavior/participation will be reported separately from academic achievement and is not a component of a student's academic grade.

Academic Dishonesty/Plagiarism Policy:

Academic dishonesty refers to cheating, copying, plagiarizing, or otherwise representing the work of others as one's own through verbal, written, graphic, electronic, or other means. Students determined to have been academically dishonest are subject to disciplinary action. Consequences will depend on the severity of the offense, the number of offenses, the impact on other students and teacher, and/or the curriculum. Academic dishonesty undermines the learning process and will not be condoned.

Technology - 1:1 Students

Chromebooks are expected to be brought to class on a daily basis. If a student does not bring his or her chromebook, the student is expected to continue participating in class and complete all class work.