

7th Grade Literacy

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In 7th grade literacy, students will be explicitly taught and assessed over the course topics listed below. These course topics align with the 7th-Grade Iowa Core Literacy standards within the domains of reading informational texts, reading literature, speaking and listening, writing, and language. Our classroom is a place that we have created for us to enjoy, learn, and grow in. It is our goal that every one of our students feels loved and accepted. In order to do that, it is expected that you respect the space, its contents and, most importantly, the people in it. Please do your best to come into our room with an open mind and be prepared to challenge your brain.

Course topics

- Standards found in Infinite Campus:
 - Text Evidence
 - Comprehension
 - Research Process
 - Collaborative Discussions
 - Multimedia Presentations
 - Applying Grammar and Mechanics
 - Produce Writing for Specific Purpose
 - Grade-Appropriate Vocabulary

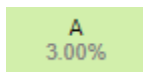
For each topic, a proficiency scale will be used to describe levels of student understanding. Below is a generic proficiency scale.

4.0	Exceeding: The student consistently and independently demonstrates understanding of grade-level standards. Student performance reveals they consistently demonstrate in-depth inferences and applications that go beyond what was explicitly taught in class.
3.5	Securing: <i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
3.0	Meeting: The student consistently and independently demonstrates understanding of information and skills- simple and complex- that represent grade-level standards and expectations for learning.
2.5	Approaching: <i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
2.0	Progressing: The student demonstrates understanding of foundational information and skills that are represented in grade-level standards. Though the student has gaps in learning with more complex information and skills, he/she is progressing toward understanding grade-level standards.
1.5	Developing: <i>Partial success at 2 content. Major errors at 3 content</i>
1.0	Beginning: The student demonstrates significant gaps in understanding information and skills that are represented in grade-level standards. Progress toward approaching grade-level standards is inconsistent.
0.5	Limited: <i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
0.0	<i>Even with help, no success</i>

Grading scale

A	3.00-4.00	C+	2.17-2.33	D-	1.5
A-	2.83-2.99	C	2.00-2.16	F	0.00-1.49
B+	2.66-2.82	C-	1.83-1.99	N	No evidence
B	2.50-2.65	D+	1.66-1.82	M	Missing
B-	2.34-2.49	D	1.51-1.65	I	Incomplete

These integer marks represent indicators of performance. As demonstrated in the generic proficiency scale above, these represent a range of work. However, in the Infinite Campus *grade summary*, you will still see a % sign. **Please ignore the percentage sign.** Below is a screenshot of what shows in the parent portal. You can see the score of a 3.0 equates to an A, regardless of the %.



Work Habits

- Collaborates effectively with peers
- Communicates effectively and respectfully
- Uses time wisely and meets deadlines

Rather than utilizing an integer system for reporting behavior, we will use time-bound indicators. These are consistent with our work habits communication at the elementaries:

- **C-** consistently demonstrates habit or skill
- **I-** inconsistently demonstrates habit or skill
- **S-** seldom demonstrates habit or skill

Retake policy

If the student needs more help learning a skill or to retake or redo an assignment, they are able to work with their teacher to do so. Evidence of re-learning can take a lot of different forms and is not always collected through a traditional “quiz” or “test.” Students may also be asked to show their learning through other assessments, including projects, writing assignments, or in conversations with their teacher. The following steps are what students will need to follow to rework an assignment or assessment:

1. Students will have one week to communicate with the teacher their intent to retake an assessment, in which the student will then have two weeks to complete the retake.
2. Students must complete any practice they didn’t complete during the unit of instruction in order to reassess.
3. Students will conference with their teacher during their two week period
4. If, at the end of the agreed-time frame, the student is still in the process of re-learning, he/she can keep working within a reasonable timeframe.
5. Students have up to two weeks after the end of a unit to submit any assessments, and any missing assessments will be marked as “no evidence.”

Additional Information

[7th Grade Literacy Website](#)

[7th Grade Planner Page](#)

[SRG website](#)