

Mauston High School

Course Name Microsoft Office Suite **Teacher Phone Number** 608-847-4410 ext 4453
Teacher Name Ms. Davies **Teacher Email** sdavies@maustonschools.org

Course Description: Are you ready for more than just your basic computer knowledge? Looking to develop computer skills and get ready for college? Expand your skills by using Microsoft Office 2016, such as Excel, Word, PowerPoint, Windows Explorer, Internet and computer concepts. Use Microsoft Office programs to create business documents, databases and effective spreadsheets with charts. When leaving this class you will receive transcribed college credit and have an opportunity to become Microsoft Certified (MOS)!

Units of Study:

- Review touch key method
- Build speed and accuracy
- Microsoft Word
- Microsoft Excel
- Microsoft PowerPoint

Class Policies/Procedures:

1. School rules must be followed!
2. Cell phones are not allowed in the classroom! Consequences!!
3. Bring all materials needed to class every day. (folder, pen/pencil). Be prepared for class! No locker passes! Your jacket and bags are not needed in the classroom.
4. Be seated and ready for class at the beginning of class.
5. All assignments for the chapter are due when we take the chapter test.
6. Respect for all!! Be courteous and respectful to ALL students, adults and property within the classroom. Be respectful of my space. Treat your classmates and teacher with respect. No abusive/inappropriate language.
7. Go to the bathroom and get a drink before class starts.
8. Always be positive (negative attitudes tend to multiply quickly).
9. Be attentive in class. ORAL directions are just as important as WRITTEN directions.
10. Work time is yours to utilize to complete assignments, however, class time is precious and ANY delays or disruptions for ANY reason will result in consequences as outlined below.
11. Absolutely no food or gum allowed in the computer lab/classroom. Water bottles must be kept on the floor – away from the computers.
12. No Internet/Computer usage without teacher's permission. This includes checking your grades.
13. Don't hang out by the door waiting for the class to end. Please wait in your seats – no migrating towards the door. I will pay attention to the time.
14. Follow all social distancing and health guidelines.
15. Don't mess around with the computers. Take care of them. If something is not working correctly, report it immediately.

Student Expectations:

- Your daily attendance is necessary for successful completion of this course. If you are absent, it is your responsibility to obtain any assignments you missed. If you are absent on a test day, you will take the test on the day you return. Be in class and actively participate with the group.
- Your assignments are individual projects. Part of learning is making mistakes and working them out. Do your own work. Cheating will not be tolerated. Ask the teacher for help.

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- Late work will not be accepted after the chapter is over with or when the work is corrected and handed back, whichever is later.
- For complete understanding of assignments and required exercises, you must pay attention during class discussion. The text gives excellent examples and should be read prior to class.

Texts Used: Law for Business and Personal Use; 15th edition; Adamson-Mietus; South-Western (textbook is also in Google Classroom)

Digital Platform: Microsoft products

Office Hours: 7:55 a.m. – 8:45 a.m.; 3:25 p.m. – 3:45 p.m.

Grading Practices:

6-12 Grading Practices

The School District of Mauston has worked to establish consistent district guidelines for grading and assessing students based on educational research and best practice. The intent is to provide a framework for effective grading practices with the overall goal of supporting the learning process and encouraging student success. It should be noted that the quality of any grading guidelines and practices are directly dependent on the quality of formative and summative assessments used to measure learning. The guidelines are intended to articulate to all students, parents and guardians, and facilitate the implementation of a grading philosophy which is consistent with educational best practices and all other aspects of district teaching and learning practices.

Grades will measure an individual student's proficiency of content and standards.

Summative and Formative Assessments:

How the results are used is what determines whether the assessment is formative or summative.

Formative Assessment – Assessment “for” and to “improve” learning.

The purpose of formative assessment is to enhance learning; not simply to assign grades. The focus should be on the process and the next steps for learning. Formative assessments are considered part of instruction and should be used to adapt teaching to meet students' needs as well as provide opportunities for students to self-assess and monitor their own work. Formative assessments should help teachers monitor their students' progress and modify instruction accordingly.

Examples of Formative Assessment (practice):

Pretests / IPPs (Individual Profiles of Progress)

Observations / Student Self-Assessment

Feedback / Response during instruction / Homework / Skill Practice

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Checklists / Anecdotal Records

Quiz / Skill Practice

Running Records

How is formative assessment used?

It is ongoing and frequent and delivers information during the instructional process before the summative assessment.

How is homework approached?

Homework should supplement, support, and extend learning through home-related activities; therefore, it is considered a form of formative assessment. All homework should be connected to the learning targets, content, skills, and standards for the particular class in which it is assigned. Homework should be connected to what has already been taught. The purpose of homework is for practice, checking for understanding, pre-learning or processing learned content.

Summative Assessment – Assessment “of” or to “prove” learning.

The purpose of summative assessment is accountability as part of the grading process and should happen after instruction and ample amount of student practice. The focus is on the demonstration of learning. Summative assessments are used as a means to determine, at a particular point in time, student learning as it relates to knowledge of targeted skills and standards as well as evidence of student achievement.

Examples of Summative Assessments (accountability):

Final Drafts, Portfolios

End of Unit Assessments, Quizzes

Culminating Projects, District Writing Assessment (1-8)

Performance Assessments, Chapter Tests

Labs (6-12), End-of-semester Exams (9-12)

How are Summative Assessments Used?

Summative assessment results are used to make some sort of judgment or measure the level of student, school or program success.

Summative Assessments are REQUIRED:

We believe that grades are only effective if the teacher has valid information from the students to use to assess their levels of learning. Therefore, it is required that students complete all summative assessments to receive a grade for the class. Without adequate evidence, a teacher cannot provide a valid assessment of the student’s mastery of the content or standards, and the student cannot pass the class.

Summative Requirements

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- Students are required to complete all assigned summative assessments in order to receive a grade for the class, for that grading period (quarter, trimester, or semester).
- If a student does not complete a summative assessment, then the student would receive an Incomplete for the class until the summative assessment is taken, which must be within a reasonable amount of time. If the summative assessment is not completed, then the incomplete will change to an "F" for that grading period.

Grade Weighting

Summative - 70%

Formative - 30%

- At a minimum, 3 summative assessments must be given per grading period, with at least one summative assessment given prior to each mid-quarter report. A teacher may have more than 3 summative assessments per grading period, but must have at least 3.
- Teachers should be mindful of the weight they assign each summative assessment. Ideally, summative assessments should be weighted similarly.

Grading Scale

A	93.0 - 100%	B-	80.0 - 82.99%	D+	67.0 - 69.99%
A-	90.0 - 92.99%	C+	77.0 - 79.99%	D	63.0 - 66.99%
B+	87.0 - 89.99%	C	73.0 - 76.99%	D-	60.0 - 62.99%
B	83.0 - 86.99%	C-	70.0 - 72.99%	F	0 - 59.99%

Late Work:

Organization and responsibility are very important in the learning process. Completing work on time is always an important part of student learning. If a student does have late work, the last day it can be turned in for full credit is the date of the regularly scheduled summative assessment for that unit, or at a later date as specified by the teacher.

Retaking assessments:

- Students have the opportunity to retake all summative assessments, except final exams, for full credit.
- Students must make a legitimate attempt on the original assessment before being eligible for a retake.
- Retakes are a comparable assessment on skills not mastered from the original assessment. An entire retake can be given if a student does very poorly on the first assessment or parts can be retaken if the full assessment is not needed. The teacher will make this determination.

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- Students can take one retake per summative assessment. The most recent assessment results will be reported. In a unique or unusual circumstance (i.e. a lower assessment score) an additional retake opportunity may be provided at the teacher's discretion.
- Teachers will prepare students for retakes by offering at least two different re-teaching opportunities at a time agreed upon by the teacher and student. Students may be asked to re-do or complete some of the formative work for additional practice as part of the reteaching process. Students must participate in at least one before the retake. Corrections can be part of the re-teaching process but cannot constitute the retake or the entire re-teaching expectation.
- Retakes must be completed in a timely manner as indicated by the teacher, but no later than the next summative assessment, unless the teacher gives permission otherwise due to unforeseen circumstances.

AP/Dual Credit/Transcripted Courses

Classes offered at MHS that are required by an outside entity to use a different grading scale and structure must do so.