

# Syllabus French and Spanish

## Prairie Ridge 6th and 7th grade

### Contact information:

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### Class Expectations:

1. Be Respectful!
  - Demonstrate a positive attitude. Show courtesy and kindness to everyone!
  - Making mistakes is part of learning. Participate and do your best!
  - Take care of classroom furniture and supplies.
2. Be Responsible!
  - Check the weekly agenda.
  - Bring required materials to class (packets, pencil, folder, chromebook and earbuds, some days require colored pencils/highlighter).
  - Each unit builds on the previous vocabulary so save everything.
3. Be Safe!
  - Keep your area clean, garbage belongs in the trash, not on the floor.
  - Keep your hands to yourself.

### How students will be graded on academics:

- Letter grades will continue to be assigned for all courses at the secondary level
- When utilizing the Levels of Proficiency (Beginning, Progressing, Meeting, Advanced), teachers will show the connection between a student's performance on the Performance Scale to the assigned grade. This connection will be communicated at the onset of its use and throughout the learning progression for the purpose of providing feedback.

### Grading Scale:

Letter Grade: A  
 Minimum Percent: 92.5

Letter Grade: A-

Minimum Percent:	89.5
Letter Grade:	B+
Minimum Percent:	86.5
Letter Grade:	B
Minimum Percent:	82.5
Letter Grade:	B-
Minimum Percent:	79.5
Letter Grade:	C+
Minimum Percent:	76.5
Letter Grade:	C
Minimum Percent:	72.5
Letter Grade:	C-
Minimum Percent:	69.5
Letter Grade:	D+
Minimum Percent:	66.5
Letter Grade:	D
Minimum Percent:	62.5
Letter Grade:	D-
Minimum Percent:	59.5
Letter Grade:	F
Minimum Percent:	Below 59.5

Grades entered in the gradebook indicate progress towards the standards. A grade of:

- 10 - 9.5 indicates a strong understanding and the student is advanced.
- 9 - 8 indicates a good understanding and the student has met expectations.
- 7.5 - 7 indicates a developing understanding and the student is making progress towards expectations.
- 6.5 - 6 indicates limited understanding and the student needs re-teaching or extra practice and a re-take.
- 5 indicates no evidence of understanding. Student must relearn and re-take.

### **Guiding Practices:**

#### **Multiple and Varied Assessment Opportunities**

All students should have multiple and varied assessment opportunities to demonstrate higher levels of achievement. Additional opportunities may include being reassessed on only the content/skills not mastered, spiraling assessment of content/skill on subsequent assessments, reassessment of an alternate form of an assessment (e.g., Form B instead of Form A), student revisions of work products based on descriptive feedback, or alternative methods of assessments (e.g., an oral response rather than a written test).

Guidelines for reassessment opportunities include the following:

- Students will be provided the opportunity to be reassessed - best practice is to provide additional opportunities for students to demonstrate learning during future assessments.
- Teachers determine appropriateness and authentic need for reassessments.
- Reassessment method will be provided at the discretion of the teacher.
- Reassessments will be given within a reasonable time frame that the teacher determines and students will be communicated with in advance.

### **Homework / Independent Practice**

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.

### **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 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 online: [Work Habit Tool Online Link](#). We will be using the following performance levels

#### **Performance Levels for Work Habits/Behavior Standards:**

MS = Meets Standard

PM = Partially Meets Standard

DM = Doesn't Meet Standard

NE = No Evidence

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

## Formative and Summative Assessment:

### Definitions

1. **Formative Assessment:** Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.
2. **Summative Assessment:** Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.

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