

WELCOME

to Mr. Brennan's Language Arts Class!

Greetings and welcome to the course page for Language Arts 6 and 7B!

I hope you find my approach to teaching much in keeping with St. Margaret Mary School's 2019 LEGOS theme as I craft opportunities for students to become capable Leaders earnestly Engaged in their intellectual and spiritual Growth, keen Observers of language, literature, and life, and empathetic Servants of their maker and their neighbor.

Students prepared to take advantage of such opportunities may expect a rigorous and rewarding experience and may always see me for help! (*Note guidelines for grading below the following calendar.*)

On the calendar below, please note upcoming course content (*in black*), homework (*in blue, on its due date*), and quizzes or tests (*in red*). All such information is announced in class and written on the classroom whiteboard, plans are subject to change with respect to student needs.

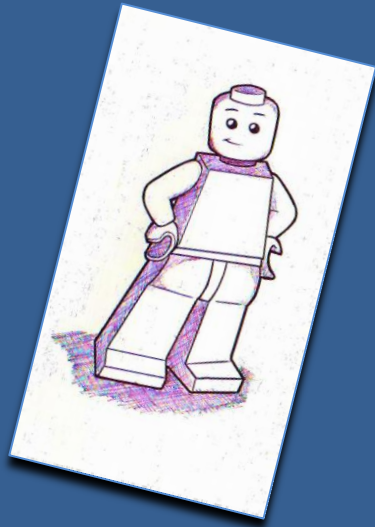
6

Monday	Tuesday	Wednesday	Thursday	Friday
Apr. 15	16	17	18	19
Unit 10 Vocab. Review <i>One for the Murphys</i> pre-reading	<i>One for the Murphys</i> pre-reading Unit 10 Vocab. Test.	6 th -grade field trip: <i>Jesus, at the Sight and Sound</i> theater, Lancaster	Class Retreats (Half Day)	Good Friday (No School)

7

Apr. 8	9	10	11	12
Unit 10 Vocab. Review <i>The Outsiders</i> : rdg. and Critical Consideration Guide (CCG)	<i>The Outsiders</i> : Rdg. and CCG Unit 10 Vocab. Test.	<i>The Outsiders</i> : Rdg. and CCG	Class Retreats (Half Day)	Good Friday (No School)

When evaluating student work I distinguish formative assessments from summative assessments.



FORMATIVE ASSESSMENTS demonstrate student skill and/or knowledge as it is being developed. Evaluation is based heavily on whether work is completed earnestly and accurately with respect to all instructions. All students have a hard copy of the following 4-point scale and been asked to note that each score has a precise meaning they may use to improve work.

Formative assessments are marked FORM in the gradebook and include homework and classwork.

			
<p>EXCELLENT! (100%)</p> <ul style="list-style-type: none"> • Adheres to all basic formatting guidelines • Precisely follows all instructions • Responds completely, accurately, and thoroughly • Responds earnestly, precisely, inquisitively, and creatively 	<p>PROFICIENT (90%)</p> <ul style="list-style-type: none"> • Adheres to all basic formatting guidelines • Precisely follows all instructions • Responds completely, accurately, and adequately • May lack the exceptional qualities of EXCELLENT work 	<p>IN PROGRESS (80%)</p> <ul style="list-style-type: none"> • Overlooks some formatting guidelines • Overlooks instruction or tangentially addresses task • Responds partially, inaccurately, or insufficiently • Lacks detailed attention of PROFICIENT work 	<p>LACKING CARE (70%)</p> <ul style="list-style-type: none"> • Formatting neglected or carelessly attempted • May focus on <i>subject</i> at hand but fails to address assigned <i>task</i> • Responds partially, inaccurately, or insufficiently • Lacks care and focus of work IN PROGRESS

Raw scores would not reasonably reflect the diocesan grading scale. Work meriting a 3 is actually quite strong, but the simple math would calculate 75% — a D. Raw scores must be converted to fair grade-scale equivalents, and for that purpose I use the conversion table to the right. Note it applies to 5-point, 10-point, and 20-point assignments.

Formative Assessment Conversion Table					
Grade	Score	%	Gradebook Equivalent		
			5 pt.	10 pt.	20 pt.
A	4	100%	5 /5	10 /10	20 /20
	3.5	95%	4.75 /5	9.5 /10	19 /20
B	3	90%	4.5 /5	9 /10	18 /20
	2.5	85%	4.25 /5	8.5 /10	17 /20
C	2	80%	4 /5	8 /10	16 /20
D	1	70%	3.5 /5	7 /10	14 /20
F	0	Incomplete work will be awarded no credit.			

SUMMATIVE ASSESSMENTS demonstrate student skill and/or knowledge *after* all opportunities for development. Think of these as tests. Evaluation is based primarily on whether students know or can do what they have had an opportunity to learn. Students are expected to offer “correct” responses, and scores reflect apparent proficiency.



Summative assessments are marked SUMM in the gradebook and additional descriptions distinguish grammar from vocabulary and literature from composition. This categorization helps illustrate where student strengths and weaknesses may exist.

Again, raw scores may not reasonably reflect our grade scale, and for that reason I use a conversion table to assign fair scores.

On some vocabulary tests, for instance, a student who answers 18 of 20 items correctly would earn a B at 90%. However, any student who responds incorrectly on just one item will almost *certainly* respond incorrectly to another, meaning the only way to earn on A on the test is to make *no* mistake. I think it reasonable and fair for students who score 18 to earn an A. The following conversion table helps make a mathematically sound adjustment.

At the bottom of the scale, note the table, while allowing for failure, keeps especially low scores from making grade averages hopelessly irrecoverable.

Various iterations of this table are printed directly on summative assessments to allow students to first anticipate, then make meaning of all scores.

20-Item Vocabulary Test Score Table			
Grade	Best Responses	Grade Scale Conversion	Gradebook
A	20	100%	20 /20
	19	96.25%	19.25 /20
	18	93.75%	18.75 /20
B	17	90%	18 /20
	16	85%	17 /20
C	15	82.5%	16.5 /20
	14	75%	15 /20
D	13	72.5%	14.5 /20
	11-12	70%	14 /20
F	≤10	60%	12 /20

GRADE WEIGHTING

Summative assessments are weighted most heavily. Trimester scores are the product of the following weights.

Formative Assessment: 35%	Summative Assessment: 65%	
<ul style="list-style-type: none"> • Formative Homework • Formative Classwork and Quizzes 	<ul style="list-style-type: none"> • Vocabulary Tests • Grammar Tests 	<ul style="list-style-type: none"> • Literature Tests • Composition