



7th Grade Math 2022-2023 Syllabus

Teacher: Ms. Derek Blow

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Plan Period: Tuesday-Friday; 10:32-11:19

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Course Description: 7th Grade Math scholars represent and compare real numbers, solve problems with rational numbers including the order of operations and exponents, represent and solve linear equations and inequalities, use linear functions to explain real-world and mathematical situations and use proportional reasoning to solve problems. Scholars determine the surface area and volume of cylinders and prisms, calculate the area of circles and composite figures, calculate experimental probability and make predictions and describe data using measures of central tendency, scatter plots, circle graphs and histograms.

Course Objectives:

1. Represent and compare real numbers.
2. Solve problems with rational numbers including the order of operations.
3. Develop and apply the properties of exponents.
4. Identify the square root of perfect squares up to 400 and estimate non-perfect squares.
5. Represent small and large numbers using scientific notation.
6. Represent and solve linear equations and inequalities.
7. Use linear functions to explain real-world and mathematical situations.
8. Determine the surface area and volume of cylinders and prisms.
9. Solve problems using the Pythagorean Theorem.
10. Calculate experimental probability and make predictions.
11. Describe data using measures of central tendency, scatter plots, and other representations.

Required Materials:

- Sharpened pencils with an eraser.
- Notebook Paper
- 3-Ring Binder

Attendance Policy and Classroom Expectations:

- All scholars are expected to attend class with required materials, be on time, and participate.
- Ten or more excused and unexcused absences will result in a No Credit (NC) for this class.
- Three tardies will equal one absence.
- All scholars are expected to be respectful to all individuals in the classroom at all times.
- There is to be absolutely no gum in the classroom.

Academic Meaning of a Grade:

The reporting of grades to parents and students will be given in two parts. A traditional "A-F" grade will be given to reflect the percentage assigned to the academic work attempted by the scholar. It DOES NOT reflect the mastery of the content by the scholar. In addition, scholars will be given a Mastery Based Learning grade. The last grade of the year will express how well the scholar has mastered the state required content.

For example, a scholar may be given an “A” for the traditional grade but a “2” on the Mastery Based Grading system and would be reported as “A/2.” Ideally, these grades will match up as “A/4.”

- Grades should accurately reflect individual scholar achievement in relation to course evidence outcomes related to Oklahoma Academic Standards / National Standards for the subject taught.
- A “3” on a task/assessment is considered proficient or meeting grade-level standards while a “4” is considered advanced or meeting grade-level standards with a high level of excellence.
- Extra credit is not applicable but extension or alternative assignments/assessments may be offered to show proficiency or advanced proficiency.
- Scholars are given timely feedback and reteach/relearn/reassessment opportunities are provided to promote proficiency of the standards.

Grading Scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Less than 60%

Weighted Grades:

Tests/Projects:	40%
Quizzes:	30%
Classwork/Group Work:	15%
Homework:	10%
Class Participation:	5%

Mastery Grades:

- 4 Advanced Proficiency, Above grade-level - high levels of excellence
- 3 Proficiency, Meets grade-level standards / mastered standard
- 2 Partial Proficiency, Meets grade-level standards but not consistently
- 1 Developing Proficiency, Inadequate progress but task/assessment completed
- 0 Not “Yet” Proficient, Missing or incomplete

Explanation of Mastery Based Grading Scale

Grade	Translation	Comments	Proficiency Levels
4	Exceeding the grade level standard. Producing quality work consistently.	This grade will be reported when a scholar demonstrates performance beyond expectations on a consistent basis	Advanced Knowledge of concepts taught and tested. Scholar demonstrates exceptional work and study habits.
3	Meeting the grade level standard. Producing quality work.	This grade means a scholar consistently and independently demonstrates mastery of subject material. A 3 should be considered an excellent grade, one that a scholar should be working towards, as developmentally appropriate.	Proficient work. Scholar is performing well and understands the concepts taught and tested. The scholar practices good work and study habits.

2	Progressing towards the standard. Producing the required grade level work with teacher direction and assistance.	As indicated in the marking code, a 2 indicates a scholar can meet expectations with teacher assistance and support, but often does not demonstrate consistent mastery in a set subject area or grade level standard. The scholar may need to continue developing a specific skill set, and progress is being encouraged.	Limited Knowledge of the lesson content. Scholar needs greater effort and strategies and improvement. Does not perform well and does not understand concepts taught and tested. Work and study habits need improvement.
1	Beginning to develop the standard. Not yet able to produce required grade level work.	A 1 will be reported if there is growing concern for a child's performance in a given subject, skill, or grade level standard.	Unsatisfactory work. Scholars have almost no understanding of concepts taught or tested. Very poor work and scholar habits. Intervention necessary.

Mastery Based Grading: This system of grading scholars is based on their demonstrated level of mastery of concepts rather than just calculating a percentage average based on the total number of “points” they earn in a semester. It measures demonstrated scholar learning, not speed of learning.

Mastery Based Grading gives scholars and parents specific feedback about what skills they have and have not learned. It is information that can be used to direct learning and growth. The teacher does not just average a scholar's mastery scores, but instead assesses the student's level of mastery based on the evidence collected.

Formative Versus Summative Scores: "Teachers record and track *formative scores* from individual assessments as indicators of students' knowledge or skill at particular moments in time. In comparison, *summative scores* are final scores based on the pattern of students' responses over time. Teachers may base each score on a number of common assessment forms, such as obtrusive, unobtrusive, and student-generated assessments. However, formative scores are used for tracking progress, while summative scores express students' mastery of a topic, generally at the end of a unit." -Robert Marzano

Enrichment/Remediation: When students struggle on an assessment with one or more standards, they may be assigned enrichment during the school day and may be required to attend Saturday morning enrichment as well. When students have completed enrichment, they are given a reassessment to show their level of understanding of the standard. The grade on the reassessment will replace the original grade.

Scholar Progress:

- Progress reports for scholars are prepared three times each year, midway of each 9-weeks grading period *except for the first quarter*. Parents MUST come onsite to pick up and sign for the progress report on the day they are issued. Parents/guardians of scholars who are making a grade of “0” or “1” must meet with teachers at that time. If a parent/guardian does not attend this important meeting, their scholar will not be allowed back in class until the progress report is picked up and the meeting attended. The meeting will be scheduled during the work schedule of the teacher.
- School dismisses at 3:30 pm. Students not making adequate progress may be required to attend Saturday school and may be assigned to ACE (remediation class) instead of an elective.