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LISBON REGIONAL SCHOOLS
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JACQUELINE DANIELS, Principal

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LESLIE POORE, Athletic Director

MELISSA LEO, *High School Counselor*

August 30, 2021

Dear Parents:

Welcome to an exciting year of middle school. I am looking forward to a very successful year and I know you are too. I have high expectations for your son/daughter and I will do all that I can to help them achieve those expectations.

You can help. I will be expecting all work assigned in class to be completed. Of course, all students do not work at the same pace. Some students will get their work done in class and some will not. Whether or not your son/daughter gets his or her work done in class has no effect on their grade. If your son/daughter does not complete an assignment in class or has a traditional homework assignment, he or she will be required to complete it in study hall, homework club, or at home. The way you can help is to ask your son/daughter every school day if schoolwork needs to be done, and if so, make sure the assignment is completed. Communication will be sent home weekly by your child's homeroom teacher letting you know if they have any missing assignments.

In addition, we will be assigning various projects throughout the school year. Projects will be worked on both at school and at home. Your help and support will not only make your son/daughter more successful in school this year but will instill good study habits that will last a lifetime.

The Lisbon Middle School has a website that includes upcoming events, homework assignments, study guides for tests, and project information including rubrics. The website is www.lrsmiddle.school.weebly.com and will be updated weekly. Please check out PowerSchool for updated grades and competencies.

Finally, we want you to know that one of our most important goals this year is to keep the lines of communication open with you. We are available to talk with you between 11:30 a.m. and 12:30 p.m. and between 2:30 p.m. and 3:00 p.m. Please don't hesitate to contact me at 603 838-6672 or lehoug@lisbon.k12.nh.us if you have any questions or concerns during the year. Please review the science formative assessment rubric, class syllabus and science competencies with your child and return the form indicating you have seen and read the information.

Sincerely,

Leslie R. Houghton

Science Formative Assessment Rubric 2021 – 2022

* Some formative assignments may be scored using other rubrics where appropriate. Students will receive copies of those at the time.

4	(PD)	Heading Toward Proficient w/ Distinction	<ol style="list-style-type: none">1. All tasks are fully completed2. Students demonstrate a solid understanding of core concepts3. Students demonstrate a deep level of understanding of core concepts and/or transfer of science concepts to real-world application4. Additional information received when correcting is added in black or blue ink
3	(P)	Proficient	<ol style="list-style-type: none">1. All tasks are fully completed2. Students demonstrate a solid understanding of core concepts3. Incorrect or incomplete information is corrected and additional information received when correcting is added in black or blue ink
2	(BP)	Basically Proficient	<ol style="list-style-type: none">1. Honest attempt on all tasks2. Students demonstrate basic understanding of key concepts3. Most incorrect or incomplete information is corrected and additional information received when correcting is added in black or blue ink
1	(I)	Incomplete	<ol style="list-style-type: none">1. Not all tasks completed2. Not clear/hard to read3. Understanding of key concepts is only partially demonstrated, errors in understanding the material4. No attempt to correct or add information
0	(N)	No Attempt/No Progress Shown	<ol style="list-style-type: none">1. Might not have attempted any or all tasks2. Illegible3. Shows significant errors in understanding key concepts4. Completed work is not corrected

Incomplete (I) Formative Assessments: Students may be required to redo formative assessments earning an I which will be indicated on the assignment and in PowerSchool. The **maximum** score a student may attain on a formative redo is 2.5. No assignments earning an I will be completed for credit after the summative has been given. Completed assignments are required in order to retake a summative but no credit will be given.

No Attempt/Progress Shown (N) Formative Assessments: If an N is scored on a formative assessment the student will be required to stay after school, in homework club or with the teacher, until the assessment is completed to a satisfactory level. The maximum score a student may attain on a formative assessment that is submitted late is 2.5.

7th Grade Science

Course Description:

This Science course is broken into four major units: Earth in Space, Ecology, Organisms, and Genetics. The concept of evolution will be covered between the Organisms and Genetics units. Additionally, students will participate in the Project Lead The Way engineering unit called Medical Detectives. This course is designed to help students understand Earth's place in the universe and what factors on Earth make this a habitable planet. It further explores how the planet is broken into different biomes and ecosystems which determine the types of life that can exist. The study of the characteristics of all organisms leads to reproduction and genetics. Lastly the year is wrapped up with looking at how life has changed over time.

Course Expectations:

Students must meet 100% of the following science competencies scoring at least basically proficient in each.

1. Students will demonstrate the ability to observe and describe patterns in the natural and human designed phenomena.
2. Students will demonstrate the ability to investigate, explain, and evaluate potential causal relationships.
3. Students will demonstrate the ability to describe and represent the significance of changes in observable and non-observable phenomena in terms of relative scale, proportion, and quantity.
4. Students will demonstrate the ability to investigate and analyze a natural or human designed system in terms of its boundaries, inputs, outputs, interactions, and behaviors and use this information to develop a system model.
5. Students will demonstrate the ability to analyze evidence from a variety of sources to predict, connect, and/or evaluate the cycling of matter and flow of energy within and between systems in order to understand, describe, or predict possibilities and limitations of systems.
6. Students will use evidence to support claims about the relationship between structure and function of natural and human designed objects.
7. Students will demonstrate the ability to investigate and analyze conditions of natural and human designed systems in order to explain and predict changes over time.
8. Students will demonstrate the ability to work collaboratively and individually to generate testable questions or define problems, plan and conduct investigations, analyze and interpret data, reason with evidence to construct explanations and effectively communicate the research process and conclusions.

Grading Plan:

Successful Completion of Subject/Credit Determination:

Successful determination of credit for a topic, unit, or course will be determined by a student's demonstration of proficiency in 100% of the class competencies, as outlined for each curricular area/course. The final score for the course will be based on a combination of 90% summative assessments' average (the mean) and 10% formative assessments' average (the mean).

Formative and Summative Assessments:

Formative Assessments (assessment **FOR** learning) will be assessed using the Science Formative Assessment Rubric. Formative Assessments are opportunities for students to practice new knowledge or skills being taught. These activities provide feedback to both the teacher and student regarding where additional work and/or instruction may be needed. The student may be required to redo any formative activity not completed at a successful level. Formative assessments take a variety of forms, including, but not limited to, skill checks, rough drafts, worksheets, informal observations, pre-tests, class work, homework, quizzes, verbal responses, or written answers. Formative Assessments will count for 10% of a student's overall grade.

Summative Assessments (assessments **OF** learning) will be assessed using the competency scale as defined below. Summative assessments certify what the student knows and is able to do after instruction has taken place. Summative assessments take a variety of forms, including, but not limited to, exams, extended learning opportunities, finished writing projects (term papers, essays, stories, etc.), tests, projects, presentations, performance-based assessments completed in or outside the classroom setting, or specific forms of quizzes. Summative assessments will count for 90% of a student's grade.

Multiple competencies may be assessed on one summative assessment. Students will receive a score on each competency and an overall score for the assessment. The **individual competency** scores will be:

PD	4.0	Proficient with Distinction The student consistently and independently demonstrates the ability to analyze and synthesize essential content knowledge and skills in a new task or an advanced application.
P	3.0	Proficient The student consistently and independently demonstrates the ability to apply and transfer essential content, knowledge and skills.
BP	2.0	Basically Proficient The student demonstrates the ability to comprehend and apply essential content, knowledge and skills in a familiar task.
I	1.0	Incomplete The student has not yet demonstrated proficiency of the competency, but is making progress (teacher comments included).
N	0	No Attempt/Progress The student has not made an attempt to show proficiency of the competency <i>or</i> shows little to no progress.

The **overall score** for the assessment will be calculated based on the performance level of each competency assessed.

Summative Retakes in Science: Students **may** be given the opportunity to retake a science summative assessment. A science retake could include redoing a portion of a project or retaking parts or all of an exam. The retake may be different from the original assessment.

Before a retake is administered, the student has to complete all corrective action activities and participate in all additional instructional sessions required by the teacher. This involves a retake request form, completing any formative assessments that received an I or N (not for credit), re-take assignments, meeting with me to demonstrate understanding, and then the new/modified assessment. Students will have a maximum of 10 school days to complete all corrective actions and reattempt the summative assessment. For an individual competency, the maximum value used to recalculate the score on a summative retake is a 2.5 (Proficient).

Course Policies:

Student Work: Students will be expected to complete assignments outside of class time on a regular basis. All students are expected to read class material, think critically and write effectively. Students are expected to use complete sentences, proper grammar and correct spelling in every written performance.

Binder: Students will be required to bring your science binder to class everyday. You will be expected to maintain a neatly organized binder for the duration of the class. Your binder will be filled with handouts, completed classwork/homework, rubrics, and assessments scores. The teacher will give you regular guidance on how to construct and maintain your portfolio.

Group Activities: You will be working in groups on a regular basis. Your group will be given cooperative learning activities to complete. You will be expected to be an active member of your group and your cooperation score will reflect your participation in group activities. Your work will always be individually; however your group may earn points together that will lead to a reward.

Absences: If a student is absent, it is HIS/HER responsibility to get all late work from the teacher and return it in a timely manner.

Class Rules:

- The student is expected to treat the teacher and other students with respect at all times. Offensive language and hatefulness is not acceptable in this class. I like to use, "Do the Right Thing," as a guideline. You know what is right and wrong and you will be expected to act accordingly.
- Students are expected to be in their seats and prepared for class when the bell rings. Being prepared for class means having all materials, binders, science notebooks, books, pens, etc. out and ready.
- Pay attention. Talking while the teacher is instructing or while other students are presenting will not be permitted. Listen the first time directions are given.
- Students will stay in their seats at all times unless otherwise directed by the teacher.
- The phrase "I don't know" is never an acceptable answer.

Class Materials:

All students will need the following:

- Three Ring Binder
- 1 set of 5 Tab Dividers
- Science notebook
- Pencils
- Blue or black pen

Engineering: Throughout the year students will participate in a variety of engineering projects. Below is a list of materials that would be helpful in the creation of their designs. Please send in any items you might have on hand and are willing to share. Several items can come right out of your recycling bin.

- Popsicle Sticks
- Straws
- Coffee stirrers/ toothpicks
- Wooden dowels/skewers
- Plasticware
- Pipe cleaners
- Wire/ plastic tubing
- Felt
- Aluminum Foil
- Plastic wrap
- Waxed Paper
- Quilt batting
- Glue
- Duct tape
- Masking tape
- String
- Paper clips
- Dixie cups
- Cotton balls
- Egg cartons
- Cardboard tubes (paper towel/toilet paper)
- Cardboard (corrugated and light)
- Plastic bottles (two liter and individual size/caps)
- Construction paper
- Clay
- Styrofoam trays

PLEASE RETURN THIS PORTION

I have received the following documents for Lisbon Regional Middle School Science:

Opening day letter

Science formative assessment rubric

Science Syllabus including: Overview, competencies, grading outline, course policies, class rules, and materials list.

I have read and understand the policies and procedures outlined in the middle school science formative assessment rubric and science syllabus.

Student Name: _____

Parent/Guardian Name: _____

Parent/Guardian Email: _____

Parent/Guardian Signature: _____

Date: _____