

# NNHS

# Academic Reading & Sophomore Seminar

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## **Mission**

To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors

## **Course Description**

This year-long course is designed to improve literacy as it relates to the complex work that students encounter at the high school level. The course addresses specific understandings, skills, and strategies needed to expand literacy and numeracy proficiency and improve achievement. The course will offer daily instruction and practice and study skills as well as the opportunity to practice and apply these learned, transferable skills to core subjects.

## **Course Standards**

LANGUAGE 9-10.3: Identify unknown words in context to further understanding and enhance understanding while reading and writing

READING INFORMATION 9-10.2: Determine a central idea of a piece of text and analyze author's choices and author's craft

SPEAKING & LISTENING 9-10.1C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

WRITING 9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXECUTIVE FUNCTIONING: Submitted on time. Student utilizes metacognition by identifying what is confusing and applies appropriate strategies. Work is clean, neat, and organized; writing is legible. Evidence of pre-reading is present

ILLINOIS SOCIAL & EMOTIONAL LEARNING STANDARD: Identify strategies to make use of resources and overcome obstacles to achieve goals

## **Grading Calculation**

At Naperville North we define formative and summative work as follows:

Formative work is used to monitor student's learning to provide ongoing feedback that can be used by students to improve their learning. Examples may include: practice activities, homework, quizzes, etc.

Summative work is used to evaluate student learning at the end of an instructional unit or segment of learning by comparing it against a standard or benchmark.

Grades communicate each student's progress toward mastery of goals/standards for the course. Grades should not be reduced or inflated due to student behaviors outside of the standards.

- No extra credit will be issued.
- Formative assignments will be accepted up to the end of each unit.
- A zero on a summative assessment will only indicate that no attempt was made by the student
  - Violations of the academic integrity policy will be consequence by administration in collaboration with the IC/teacher.
- Formative work submitted after the due date cannot be penalized more than a total of 10%.
- Summative work submitted after the due date cannot be penalized more than a total of 10% and must be submitted prior to the end of the next unit.
- Any percentage lower than 50% will be put into the grade book as a 50%, the lowest possible grade on completed work (incomplete or work not turned in will receive a grade of 0 in the grade book).

## **Overall Semester grade:**

90% of the course grade

10% of the final exam

The final semester grade will be rounded to the nearest percentage point.

## **Course Grade**

*Each standard is assigned a particular percentage.*

*Within each standard, summative and formative sections are weighted as follows:*

100% Summative and 0% Formative

### **Grading Percentages**

Reading: 40%

Executive Functioning: 10%

Language & Vocabulary: 15%

Speaking: 15%

Writing: 20%

## **Grading Disbursement:**

A= 90-100 B= 80-89 C= 70-79 D=60-69 F= <59

## **Grading Policy:**

- No extra credit will be issued.
- In Infinite Campus, a score of “Missing” (M) will indicate an assessment has not been turned in and the comments section will include a specific date by which students can still submit. After that date, a zero (0) will be recorded.
- Summative work submitted after the original due date cannot be penalized more than a total of 10% and must be submitted no later than two weeks after the original due date.
- If a legitimate attempt is made on a Summative assessment before the conclusion of the next unit, a score of 50% will be the lowest possible grade.
- Violations of the academic integrity policy will be consequence by the administration in collaboration with the department chair/teacher.

## **Academic Integrity Code**

**STATEMENT** District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect and trust. The integrity of our district’s academic programs is built upon these principles.

Academic integrity violations include cheating; plagiarism, self-plagiarism or copy infringement; obtaining or providing an unfair advantage; falsification of documents; unauthorized access to records; and inappropriate collaboration, whether intentional or unintentional. The classroom teacher and administration will collaborate and exercise professional judgment in determining academic integrity violations.

## **Reassessment Policy**

Students will be provided multiple and varied opportunities to demonstrate mastery of learning standards.

- The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient.
- Students will be required to engage in further learning and reassessment when students do not demonstrate sufficient learning of the course essential standards.
- Students who have demonstrated sufficient learning of the essential standards (but scored below 80%), will be allowed reassessment opportunities on summative assessments if they so choose. To be eligible for reassessment, students must
  - Demonstrate readiness for the summative assessment through completion of formative work.
  - Complete designated learning experiences as assigned by the teacher
- Reassessments **MUST** be completed during the next unit of study.
- Project-based assessments that include multiple opportunities for feedback and improvement in the assessment process will represent multiple attempts and be considered a reassessment
- Higher reassessment grades will replace the original assessment score (but will not exceed 80%).

## **Communication**

- Encourage your student to communicate with their teacher regarding questions.
- Teachers make every effort to respond to emails and phone calls within 24 hours during the work week.
- The best way to communicate with teachers is through email; however, if you haven’t received a response within 48 hours, please resend the email or call their voicemail. Your email may have been filtered.

**Additional Resources for Support**

Literacy Center Peer Tutoring and Help Center

After School Study

Learning Commons Librarian

**Parents or Guardians**

Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success.

Some ways parents/guardians can support their student's learning are:

- Actively check Infinite Campus for their student's grade.
  - Infinite Campus is a tool to progress monitor student work until final course grade is posted.
  - Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
- Discuss missing assignments, reiterate due dates, help organize folders, materials, assignment notebooks and review upcoming projects and assessments.