



## Big Walnut Intermediate Program of Studies

### *Welcome to Big Walnut Intermediate*

Big Walnut Intermediate serves grades five and six. When students enter fifth grade, they come together with students from all four Big Walnut elementary schools. BWI serves as a bridge between elementary school and middle school. A deliberate schedule and release of responsibility has been put into place in order to ease the transition.



### *School Hours*

7:45 a.m.-2:30 p.m.

### *Contact Information*

740-965-7800

777 Cheshire Road

Sunbury, OH 43074

Principal: Sarah Sandrock

Assistant Principal: Nick Powell

### *Grading Information*

Our standards-based report card seeks to provide meaningful feedback so both students and parents can track student progress toward mastery of key academic concepts and reflect upon strengths and weaknesses. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-established learning targets. Performance marks are based on multiple classroom assessments such as tests, projects, assignments, quizzes, and teacher observation. Parents and students can access the report card via the PowerSchool Parent Portal.

### *1:1 Chromebooks and Schoology*

All students receive a Chromebook that they will use for educational purposes at BWI. Our intention is that this technology will be used as a tool and that it will not replace human interaction or hands-on learning experiences that are vital in the classroom.

Schoology is our learning management system (LMS). Students and parents will use this platform to access course information, receive updates, check progress, etc.

5<sup>th</sup>

2 Teacher Team - English Language Arts/Social Studies and Math/Science

Related Arts - Art, Music

Survey\*, P.E., STEM

*\*Music Survey allows all students to explore band, choir, and orchestra before making a selection in 6th grade*

6<sup>th</sup>

4 Teacher Team - Reading, Writing, Math, Science and Social Studies

Related Arts - Art, P.E.,

STEM, Wellness

*Students may elect to take band, choir, or orchestra during their Advisory period*

### *Advisory Period and RISE*

All students are assigned to an Advisory period each day. Advisory is a time when teachers meet with groups of students for the purpose of reteaching, enrichment and community building. RISE lessons are also incorporated into the Advisory period that focus on skills to assist students in making positive choices. RISE (Responsibility, Integrity, Safety, Empathy) is a school-wide program that teaches school-wide expectations and reinforces positive behavior.

### *Homework*

Our priority is to instill a love for learning and respect a child's time outside of school. Therefore, only a limited amount of homework will be assigned. Any homework assigned should be relevant, meaningful, and used to guide learning. Students are not expected to devote more than thirty minutes to homework per night. However, more time may be required to finish missed or incomplete classwork.

In addition to any assigned homework, research<sup>1</sup> suggests that the following activities positively correlate with school success:

1. Read — 20 minutes every night
2. Play — without a screen
3. Sleep — 9 to 12 hours are recommended for school age children

<sup>1</sup> Research from Dr. Richard Allington indicates that homework does not benefit students as much as believed. What does benefit students is reading at least 20 minutes each evening with family members.

<sup>1</sup>The American Academy of Pediatrics recommends children 6-12 years of age should sleep 9-12 hours per 24 hours to promote optimal health.

# Report Cards

## *Big Walnut and Standards-Based Grading*

Our standards-based report card seeks to provide meaningful feedback so both students and parents can track student progress toward mastery of key academic concepts and reflect upon strengths and weaknesses. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-established learning targets. Traditional grading systems simply average grades/scores over the course of a grading period, which can mask which specific skills a student has learned. Report cards will be posted electronically to PowerSchool at the end of each quarter.

### *Sample Kindergarten Report Card for English Language Arts*

English Language Arts	Semester 1	Semester 2
<b>Reading: Foundational Skills</b>		
Recognizes and names all uppercase and lowercase letters	M	
Recognizes and produces all letter sounds	M	
Recognizes and produces rhyming words	P	
Recognizes and reads grade-level sight words	P	
Blends sounds together orally to make words		
Decodes simple words (consonant-vowel-consonant)		
Reads grade-level text with purpose and understanding	L	
<b>Reading: Literature</b>		
Retells stories including characters, settings, and key events	P	
Compares and contrasts experiences of characters in stories	P	
<b>Reading: Informational Text</b>		
Determines the main idea and key details of a text		
Identifies basic similarities and differences between two texts on the same topic		
<b>Writing</b>		
Uses a combination of drawing, dictating, and writing to communicate ideas, reasons, or details		
<b>Language</b>		
Prints letters legibly and with proper spacing	M	
Uses capitalization in written work	M	
Uses punctuation in written work	L	
Spells simple words phonetically	P	
<b>Speaking and Listening</b>		
Engages appropriately in classroom and group discussions	M	
Expresses ideas and feelings clearly	P	

*The report card shows how your student is progressing toward end-of-year grade-level expectations and standards.*

Academic Scoring		
<b>E</b>	=	EXCEEDING End-of-Year Expectations
<b>M</b>	=	MASTERED End-of-Year Expectations
<b>P</b>	=	PROGRESSING Towards End-of-Year Expectations
<b>L</b>	=	LIMITED Progress Towards End-of-Year Expectations
Blank = Not Taught and / or Not Assessed this Semester		

### *Questions?*

Please feel free to contact the school's main office.



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### *What's the difference?*

On traditional report cards, students receive one grade for reading, one for math, one for science, and so on. On a standards-based report card, subjects are divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate score for each individual skill/ standard. Standards-based reports cards also separate academic performance from work habits and behaviors.

### *Are these equal to letter grades?*

No. The performance scale carefully describes a student's progress on meeting expectations in different areas of grade-level academic standards.

### *What are these marks based on?*

Marks on the performance are based on multiple classroom assessments such as tests, projects, assignments, quizzes, and teacher observation. State test scores are not included.

### *Will there be an indicator for every standard each semester?*

No. A field will be left blank if a standard is not being taught and/or assessed in a given semester.