



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 buildings. 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

7:40 a.m.-2:20 p.m.

Contact Information

740-965-7800

777 Cheshire Road

Sunbury, OH 43074

Principal: Sarah Sandrock

Assistant Principal: Justin Grieger

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.

5th

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

Related Arts - Art, Music, P.E., and STEM

6th

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

Related Arts - Art, P.E., STEM, Band, Orchestra, and Choir

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, research¹ 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

¹Research 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.

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

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.

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
Reading: Foundational Skills		
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	
Reading: Literature		
Retells stories including characters, settings, and key events	P	
Compares and contrasts experiences of characters in stories	P	
Reading: Informational Text		
Determines the main idea and key details of a text		
Identifies basic similarities and differences between two texts on the same topic		
Writing		
Uses a combination of drawing, dictating, and writing to communicate ideas, reasons, or details		
Language		
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	
Speaking and Listening		
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		
E	=	EXCEEDING End-of-Year Expectations
M	=	MASTERED End-of-Year Expectations
P	=	PROGRESSING Towards End-of-Year Expectations
L	=	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.