







**Materials:**

Recommended:

- Textbook - covered preferred
- Pens/Pencils
- Loose Leaf paper OR Notebook and Folder (or place in a binder to house information)
- Scientific Calculator
- Earbuds & mouse for school assigned computer

**Tardiness:** Don't be late and you won't have to spend extra time outside of class with Mr. Bartels!**Topics Covered:** Matter, Atoms, Compounds & Chemical Reactions, Moles & Stoichiometry, Gases**Assessing:**

Everything assessed in this class will fall into one of the 6 Chilton Standards listed below.

1.  I will demonstrate independence through questioning and perseverance
2.  I will develop and use appropriate models
  1. Use appropriate model components
  2. Shows connections between independent and dependent variables
3.  I will obtain, evaluate, and communicate information.
  1. Plan investigation
  2. Conduct investigation or test a design to produce data that can be used as evidence
  3. Data collection and/or graphing
4.  I will analyze and interpret abstract and quantitative data.
  1. Perform calculations accurately
  2. Use significant figures and units accurately (rounding numbers included)
  3. Extract information from data sources (graphs, tables, models, etc.) and apply it accurately
5.  I will construct viable arguments through evidence.
  1. State the Claim
  2. Cite the Evidence
  3. Explain the Reasoning
  4. Formulate a Rebuttal
7.  Employability Skills *(This standard will not be factored into the overall class score.)*
  1. Respect
  2. Responsibility

Scores that will be used on assessments are shown below with an explanation of what they mean.

**3: Meeting:** Student has fully demonstrated content understanding and skill application of the outcomes for the particular standard at this point in the school year.

**2: Approaching:** Student has demonstrated partial proficiency of the expected content/skills in the assessment. Partial development indicates progress with gaps in understanding or perhaps certain misconceptions.

**1: Attempting:** Student has demonstrated little or no evidence of content understanding or outcomes. The student has large gaps in understanding and/or application and is able to show success only with significant adult assistance.

**INC: Incomplete/No attempt**

**Scoresheet:**

I will be placing all scores in a google score sheet that will be shared with students, parents, and can be found linked in PowerSchool under the comments section. The image below shows a screenshot of what it will look like.

The screenshot shows a PowerSchool scoresheet for a student named Anhalt, Kayle (ID: 092) in Biology. The overall score is [INC] 2.00. The scoresheet is divided into sections for Chilton Standard Scores, Learning Standard Scores, and Assessment scores. Callouts provide detailed explanations of how these scores are calculated and what they represent.

**Callout 1 (Yellow box):** Boxes at the top represent their overall score for each of the 6 Chilton Standards. Chilton standard scores are calculated by averaging their Learning scores. (Must have at least a 2.0 in each to pass - will be highlighted in red if they aren't passing an overall standard.)

**Callout 2 (Dotted blue box):** Each of these boxes represents their overall score for each of the Learning Standards. Some Parent Standards will not have Child Standards. Child Standard scores are calculated by finding the mode (the most frequent score) for that standard. If there is a tie, it will average the scores.

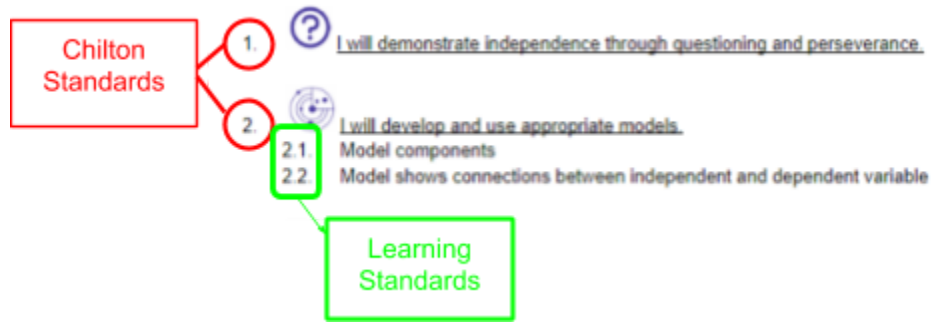
**Callout 3 (Red box):** Overall Score (Average of 6 Chilton Standard scores)

**Callout 4 (Green box):** This area will show you the frequency of each score (3,2,1,INC) for each Learning Standard.

**Callout 5 (Black box):** Employability skills will be reported out but not factored into the overall score (red column)

**Callout 6 (Purple box):** Click on the "Course Standards" tab at the bottom to see the standards assessed

| Chilton Standard Score   | 2.00              | 1.50              | 2.25      | 2.00       | 2.25 | 2.00 | 2.75     |
|--------------------------|-------------------|-------------------|-----------|------------|------|------|----------|
| Chilton Standard Weight  | 1                 | 1                 | 1         | 1          | 1    | 1    | Not used |
| INC                      | 0                 | 0                 | 0         | 0          | 0    | 0    | 0        |
| 1                        | 1                 | 2                 | 0         | 0          | 1    | 0    | 1        |
| 2                        | 3                 | 1                 | 2         | 3          | 2    | 2    | 2        |
| 3                        | 0                 | 0                 | 2         | 0          | 1    | 2    | 0        |
| Override Score           | 2.00              | 2.00              | 2.00      | 2.50       | 2.00 | 2.00 | 2.50     |
| Learning Standard Scores | 2.1               | 2.2               | 3.1       | 3.2        | 4.0  | 5.1  | 5.2      |
| 5.3                      | 5.4               | 6.1               | 6.2       | 6.3        | 7.1  | 7.2  |          |
| Assessment               | Unit 1 Assessment | Unit 2 Assessment | Lab 1     | Lab 2      |      |      |          |
| Due Date                 | 9/7/2019          | 10/3/2019         | 9/12/2019 | 10/10/2019 |      |      |          |
| On Time                  | y                 | y                 | y         | n          |      |      |          |
| Reassess                 |                   |                   |           |            |      |      |          |
| Learning Standard Scores | 1                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 2                        | 3                 | 2                 | 3         | 2          | 2    | 2    | 2        |
| 3                        | 1                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 4                        | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 5                        | 1                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 6                        | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 7                        | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 8                        | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 9                        | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 10                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 11                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 12                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 13                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 14                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 15                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 16                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 17                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 18                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 19                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 20                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 21                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 22                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 23                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 24                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 25                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 26                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 27                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 28                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 29                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |
| 30                       | 2                 | 2                 | 2         | 2          | 2    | 2    | 2        |



Students are expected to earn an overall score of at least a 2.08 or higher (score in upper-left corner) to earn course credit. Students will receive a final score for the course at the end of the semester. As noted on the previous screenshot, students are also expected to earn a minimum of a 2.0 on each Chilton Standard Score. If either of these are not at the appropriate number (the overall score at a minimum of a 2.08 or each individual Chilton Standard scores at a minimum of 2.0), the student will not pass this course.

**Late Work:** Students will be assigned coursework that is a requirement but will not be included in the course score. These assignments are essential for success on course assessments so all assignments must be completed to take the assessment(s). If a student is absent it is their responsibility to request the information related to the class(es) missed and discuss an appropriate timeline.

It is also important to note that the handbook states the following: “A student that is not making satisfactory academic progress is expected to meet with the teacher of the course, which he/she has a grade of an “F” or “INC”, until 4:00 pm each day, with the exception of faculty meeting dates or on dates preceding holidays and on Fridays, until the grade is rectified.” I reserve the right to keep a student to work on a Friday when I am available. An INC is earned when a student fails to turn in or complete an assessment, even if it is only a portion of it.

**Parent Contact:** Parents will be contacted when a student fails to attend scheduled meetings with the teacher or does not demonstrate growth through the assessment and reassessment process. Parents will also be contacted if a student has multiple Incomplete scores. As we near the end of the semester, I will also contact parents of students that have a standard/standard(s) that are not at a 2.0 or if the overall course score is near or less than a 2.08.

## **Reassessment Policy & Procedures:**

### **Unit Assessment:**

1. Meet with the teacher to discuss their first attempt/corrections
2. Student must have original assessment rubric (the teacher will provide the original assessment)
3. Student and teacher will decide which standards they'd like to reassess on (highlighted on assessment & rubric)
4. Student will make corrections on original assessment in a different colored ink OR on a separate sheet of paper (cannot be completed outside of the classroom). All assessments remain in the classroom!!
5. Teacher will look over corrections and provide further feedback/reinstruction
6. If the teacher feels necessary, he will assign the student additional practice OR move to item 7
7. Student meets with the teacher and sets a date for the reassessment
8. Student must return original assessment & rubric and all completed practice work prior to completing the reassessment.

### **Project:**

1. The reassessment process for projects will vary and will be specified when the completed rubrics are returned to the class. Deadlines will be specified in the reassessment guidelines.

**Labs:** Not eligible for re-assessment.

### **Timeframe/deadlines**

1. Students will have 5 school days (from when the completed rubrics are returned to the class) to start the reassessment process. After the first meeting, the student will have 5 days to complete the corrections & practice. The student will then have 5 days to complete the reassessment.
2. Student can reassess as many times as they'd like, following the timeframe outlined above.

**Assessments completed after the original due date will not have an extension for the assessment deadline.**

## **Student Options for Differentiation:**

- Science Olympiad
- FIRST Robotics
- Solar Olympics
- Trout/Aquaponics Team

## **[CHS Smart Device Policy](#) - Please review the linked policy**

**Academic Dishonesty:** \*\*\*High School Policy\*\*\* Please review the policy if necessary

- Minor infractions: daily work, in-class lab group work
- Major infractions: any assessment, project, individual lab submissions

**Let's Have Fun!:**

Science is FUN! This class will include a lot of group-work and whole class discussion. You will also practice “learn by experience” activities. If you want to learn the information provided and are open to helping each other, making mistakes and working hard, YOU WILL HAVE FUN!

| Schedule for Mr. Bartels |             |              |
|--------------------------|-------------|--------------|
| Block                    | Semester I  | Semester II  |
| 1                        | Prep        | Chemistry I  |
| 2                        | Energy      | Chemistry I  |
| 3/4                      | Energy      | Prep         |
| 5/6                      | Chemistry I | Chemistry II |

**How to Contact Me:**

School Email: bartelst@chilton.k12.wi.us

Class website can be found on Schoology

School Phone: (920) 849-2358 x4371

Please contact me with any questions or concerns that you have. I can be found in my room before school and after school. I'm here to help!

\*This is a guide for Mr. Bartels's Chemistry I course and is subject to change.