

ESPAÑOL II

Miss (Profesora) Rehberg
1st Period, 2nd Period
3rd Period Global Issues
4th Period Prep

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Supplies:

- Notebook and folder or binder with loose-leaf paper
- Black pen or pencil (Not Blue!)
- Correcting pen or correcting pencil
- Textbook and workbook

Class Expectations

1. Be respectful to earn respect.
2. Be accepting to earn acceptance.
3. Be responsible and accountable for your own actions.
4. Be attentive and actively engaged in your own learning.

Student Responsibilities

1. Arrive to class on time.
2. Write assignments in agenda.
3. Complete classwork during class.
4. Participate in class instruction, activities and discussions.
5. Ask questions to clarify confusing information.
6. Be a self-advocate.

Assignments

- Classwork will be collected at the end of class
- Homework will be collected or corrected at the beginning of class.
- Assignments will be graded based on any or all of the following:
 - Correctness
 - Participation
 - Effort
 - Completion

Late work, Make-up work, and Re-dos

- Late work will not be accepted for full credit. 10% will be taken off for each day work is late. Students may talk to me about special circumstances.
- For Excused Absences, Make-up work will be accepted as explained in the Student Handbook. It will be available on the website or upon request. Tests and Quizzes will be made up by appointment.

Tests and Quizzes

- Quizzes and Tests are an assessment of proficiency, not knowledge.
- This means that the grade received is a reference to how much information was readily accessible in the brain, not necessarily all that was successfully learned.
- Language Acquisition is a long and difficult process, and students should not be disheartened by “bad grades” on Tests and Quizzes. (There will be plenty of other assignments to act as “buffers” to low proficiency scores.
- Speaking Tests will be performed throughout the grading period in the form of *boletos*. A student will receive 20 points for each *boleto* with a possible 200 points.

Grades

This class will use the grading scale outlined in the student handbook. It will be paired with a “Proficiency Scale” within the classroom. The proficiency scores will not appear on the report cards, they are simply a way for students to monitor their own proficiency. The Proficiency Scale is defined below:

Advanced Proficient: Able to speak/hear/write/read new language with 90-100% accuracy. Would be able to communicate effectively in routine and spontaneous situations.

Proficient: Able to speak/hear/write/read new language with 70-89% accuracy. Would be able to communicate effectively in routine situations and moderately in spontaneous situations.

Emerging Proficient: Able to speak/hear/write/read new language with 50-69% accuracy. Would be able to communicate effectively in survival situations and moderately in routine situations. Unable to communicate spontaneously.

Novice: Able to speak/hear/write/read new language with 30-46% accuracy. Would be able to effectively communicate immediate needs with learned utterances. Unable to communicate in routine or spontaneous situations.

Not Yet Proficient: Able to speak/hear/write/read new language with 0-29% accuracy. Would fall between “Unable” and “Moderately Able” to communicate immediate needs with learned utterances. Unable to communicate in survival, routine, or spontaneous situations.

Interventions:

Any and all academic interventions necessary to achieve a successful proficiency score in this class will be implemented whenever necessary. These include but are not limited to: Lunch Make-Up, Study Groups, Homework Slips, extra homework activities, Positive and Negative participation points, early morning help, etc. It is my sincere hope that I will have the support of your parents in following through with any and all interventions I have chosen. If your parents would like to set up an intervention with me, or would like me to explain an intervention I have chosen, I am happy to do so! If YOU would like extra help or focus, please be a self-advocate! My ultimate goal is your success.

Self-Advocacy

- Self-Advocacy: *The act or condition of representing oneself formally or informally.* (World English Dictionary)
- Student self-advocacy can include any action, verbal or written, which describes a particular problem a student is encountering, requests action by another person, to assist the student in resolving the problem.
- A student might be self-advocating to an individual (such as directly to a teacher or peer), to an institution (such as a school), or to a company or organized body.
- Since students know their own situations the best, they can often be the best advocates for themselves, and need to learn this life skill.
- Problems should be communicated in a clear and concise fashion, and students should be prepared to listen to the responses from the person/agency from whom they seek help.

This Packet must be signed by you, and your parents, and returned by _____
_____. This is your first assignment and is worth the same amount of points as a project. What an easy 100 points!

• **Cut** •

Student's Printed Name: _____

I have read the above information with my student and understand its contents.

Parent/Guardian Signature: _____ Date: _____

I have shared the above information with my parent/guardian.

Student Signature: _____ Date: _____