

**Mr. Ochoa**  
**Math 7**  
**Course Outline and Expectations**

**Expectations**

I have high expectations for both my students and myself. I ask students to work at least as enthusiastically and diligently as I do. I expect my students to show up each day prepared to be actively engaged and to fully participate in the day's lessons, discussions, and other activities.

**Our Governing Principles**

- Feeling safe in our community is a fundamental right.
- Each of us has gifts that add value to our class.
- Working hard isn't always fun, but it helps us grow.
- Listening to each other is essential.
- When all else fails, use your common sense, think before you act, and listen to your conscience.

**Supplies**

Math divider in your main 3 ring binder

Graph Paper Spiral Notebook (available in the student store for \$2.50)

Notebook paper (homework assignments and classwork will be completed on notebook paper)

Pencils (all notes and homework should be completed in pencil)

**Homework**

- Classwork and homework will be worth 20% of a student's overall grade. **Only completed assignments with work shown will be accepted. Homework that is not complete will be handed back to finish and recorded as HB (handed back) until it is completed and turned back in.** Late work will be deducted one letter grade for every day that it is late.
- Mr. Ochoa's policy is to allow students two nights per homework assignment. The expectation is that students will attempt all problems on the first night and bring questions about problems that they didn't understand to class the next day. They then can complete the assignment on the second night.
- All assignments and deadlines will be posted on the board daily and are to be written in the student's planner. **If your child comes home with no homework, it can be an indication that he or she did not get the assignment into his/her planner. Use of this organizational tool is critical for most students.**
- Homework should be thorough, thoughtful, and neat.

**Grading Policies**

- Assessments will be worth 80% of a student's overall grade. Quizzes will be worth 20% and may not be retaken and Unit Tests will be worth 60% and there will be an opportunity for one retake only after all of the homework from that unit is completed and turned in.
  - At the end of each semester there may be a summative assessment that covers multiple standards.
  - Semester grades will be cumulative. Each grading period will add on to the previous one, instead of starting over each 6-weeks.

**Assessments Grading Scale**

- 4: Advanced proficiency of standard
- 3: Proficiency of standard
- 2: Basic proficiency of standard
- 1: Below Basic proficiency

**Homework Grading Scale**

- 4: **Complete**, On-time, Proficient
- 3: **Complete**, On-Time, Basic
- 2: Complete, Late, Proficient
- 1: Complete, Late, Basic
- HB(0): Handed Back-Incomplete or no work shown
- (0):Not Handed In

The grading scale is as follows due to the standards based grading system:

- A 87.5% - 100%
- B 69.0% - 87.4%
- C 50.1% - 68.9%
- D 37.7% - 50%
- F 0% - 37.6%

**Category Weights**

Classwork/notebook/homework = 20%

Tests/Quizzes = 80%

**Progress Reports**

Parents/Guardians are encouraged to use the on-line grade reporting system (ParentVue).

This is a great way to see current grade and missing assignment information.

**Absence**

**Students who are absent will receive the time allotted according to school policy to make up work. It is the student's responsibility to ask about assignments after or before an absence and turn them in within the allotted time. These assignments should be marked with the word "ABSENT".** Extended absences make getting caught up very difficult. Students are encouraged to schedule some time with Mr. Ochoa to discuss how to get caught up if an extended absence due to illness occurs.

**TAG/IEP Considerations/Modifications**

Pre-assessments will be utilized periodically to determine what students already know and are able to do to avoid repetition and to give students access to advanced content through more challenging assignments. Formal or informal pre-assessments may include chapter/unit tests, student input and self-evaluation, placement tests, specific teacher observational data, work samples, fist of five, thumbs up/thumbs down, or other forms of pre-assessment.

Common modifications used in Mr. Ochoa's class to help TAG students achieve at high levels of learning include, but are not limited to, clustering TAG students for group work, providing challenge opportunities and challenge homework (any student, TAG or not, may choose these higher-order thinking options), and opportunities for creative and open-ended responses to course content.

**Teacher contact information:** [ochoa\\_angel@salkeiz.k12.or.us](mailto:ochoa_angel@salkeiz.k12.or.us) 503-399-3224

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Return the bottom portion only  
Return to Mr. Ochoa room 132.

Class period: \_\_\_\_\_ Date: \_\_\_\_\_

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Student Name Printed

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Student Signature

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Parent/Guardian Signature

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Parent/Guardian email (optional)