



MS. SEREIKA - SCIENCE 8 - BLUE TEAM
 BLUE TEAM STUDENTS AND PARENTS/GUARDIANS:
 WELCOME TO 8th GRADE SCIENCE!



Contact Info

Topics



Email: LINDSAY.SEREIKA@NOCSEAGLES.ORG

Teacher Website: SEREIKASCIENCE.COM



Remind: @SCINOMS21

Get the app and join our class. You can send text messages to Ms. Sereika and get reminders for class!



Twitter: @NOMS8SCIENTISTS

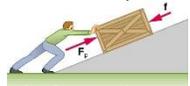
Check out what we're doing in class!



Instagram: @SEREIKASCIENCE

Check out what we're doing in class!

- **physical Earth** (inside Earth, tectonic plates, Earth's surface, geologic history)
- **forces and motion**
- **species and reproduction** (evolution, reproduction, genetics)
- reading in science
- writing in science
- science skills



- We'll be doing MANY labs, working collaboratively, using technology, using evidence to connect what we explore in our labs with what we observe in the universe, and researching a lot. Lab safety and respect for tools and equipment in the classroom are expected.
- **There is an 8th grade test for science this year for the state of Ohio.** With all the collaborative, lab-based work we'll be doing, students will be well-prepared to handle the material on the assessment.

Grading

Ms. Sereika uses a **standards-based learning and grading approach**. This philosophy focuses on grades as a measure of a student's progress toward competence of a standard, not just a number of how many questions a student gets right or wrong or if a student completed work or not. Students are encouraged to continue to learn concepts and improve their understanding through redoing and retaking assignments if necessary.



Get your phone's camera out and hold it here to see a short video explaining grading!

What are some things to know about how Ms. Sereika grades?

- **Rubrics – assignments aren't just points based on the number of questions. Most assignments will be out of 100 points to match the percentages on the rubric.**
 - The general rubric is used is attached to this packet for you to review and become familiar with.
 - Certain assignments have specific rubrics given at the beginning of the assignment.
- **There will be fewer assignments in the gradebook than you might be used to.**
 - Students practice concepts with class activities, which won't be graded. Graded assignments happen after students have had time to work with concepts and show a level of understanding with them.
- **The lowest grades are 50%. A 50% is equivalent to a 0. (Watch the video above for a more detailed explanation!**
- **Students will be given the chance to redo/retake assignments to show a higher level of understanding of material (with a few requirements to do so),**
 - After a redo/retake, grades will be changed to show the change in understanding if improved.
 - Even though there will not be a lot of grades, students can work to learn the material at a deeper

General Rubric

ADVANCED - CONNECTIONS + EXPECTATIONS 5 = 100%	MEETING - MEETS EXPECTATIONS 4 = 95%	APPROACHING - SLIGHTLY BELOW EXPECTATIONS 3 = 85%	GOT THE BASICS 2 = 75%	JUST BEGINNING 1 = 65%	NO EVIDENCE OF UNDERSTANDING 0 = 50%
<p>The content statement is understood thoroughly and deeply and further connections are made.</p> <p>Many explained details, strong support, evidence from labs/activities and other ideas learned in class, strong connection of ideas within the activity, fluent use of vocab.</p>	<p>The content statement is understood thoroughly.</p> <p>Lots of details, support, evidence from labs/activities, connection of ideas, vocab.</p>	<p>The content statement is understood mostly.</p> <p>Some details, some vocab, not well connected or supported but generally accurate on the big ideas and some smaller details.</p>	<p>The content statement is only understood in a very basic way.</p> <p>Basic ideas but not with a lot of vocab or details. The "gist" is there and a conversation could happen.</p>	<p>The content statement is just beginning to be learned.</p> <p>Evidence that the ideas are starting to form, many inaccuracies, lacking detail and vocab, simple ideas are being shown.</p>	<p>There is not enough evidence that the content statement is learned.</p> <p>Unfinished, not turned in, or very inaccurate.</p>

Most assignments will use this grading format. Here you can see what an "A" means in here versus a "B" and so on. Many assignments have their own specific criteria but the basic expectations of the rubric follow this!



Interactive Science Notebooks (ISN)

This year we will be using Interactive Science Notebooks (ISNs) to keep track of work and information, process new information, measure day-by-day progress, have as a study tool, etc. It is a great research-based tool that we will use daily. A big emphasis this year will be on self-monitored learning; YOU are the key player in your own learning. Please make sure you have a college-ruled composition notebook.



I'm looking forward to an exciting and interesting year. I want each student to feel scientific curiosity and the ability to connect evidence to phenomena that we experience, just like scientists do every day!

Thank you!

Sincerely,

Lindsay Sereika, Science Teacher

Expectations

We work together to build a community where we **respect ourselves, each other, and the space. This includes the use of technology and lab materials.** I expect that the choices we make in class allow for you to learn, other classmates to learn, and for Ms. Sereika to be able to teach, with safety being of the utmost importance. Mistakes are welcome and an important part of learning. Scientists need to be curious and not afraid to explore ideas. I expect that you become more self-aware of your learning and strive for improvement. You need to be more in charge of your learning and able to self-advocate. As long as everyone comes prepared to do their best and follow these expectations, I also expect that we have fun and explore new and interesting ideas together!

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Please tear this sheet off, complete the form, and sign.

Student: I have read and understand the expectations and grading policies. I understand that I am an important part of the classroom community and have a responsibility to help maintain a respectful and safe learning environment for myself and others.

Student's name (printed): _____ **Class period:** _____

Student signature: _____ **Date :** _____

Parent/Guardian: I have read and understand the expectations and grading policies. I understand that my child is an important part of the classroom community and that Ms. Sereika expects that they will work to help maintain a respectful and safe learning environment for themselves and others.

Parent/Guardian signature: _____ **Date :** _____

How would you describe your child? Check as many that fit so I get to know your child! (Think about what they might be like at school.)

<input type="checkbox"/> outgoing	<input type="checkbox"/> thoughtful	<input type="checkbox"/> independent	<input type="checkbox"/> follower	<input type="checkbox"/> determined	<input type="checkbox"/> kind
<input type="checkbox"/> shy	<input type="checkbox"/> hardworking	<input type="checkbox"/> careful	<input type="checkbox"/> observant	<input type="checkbox"/> trustworthy	<input type="checkbox"/> focused
<input type="checkbox"/> fun	<input type="checkbox"/> persistent	<input type="checkbox"/> risk-taker	<input type="checkbox"/> silly	<input type="checkbox"/> empathetic	<input type="checkbox"/> relaxed
<input type="checkbox"/> serious	<input type="checkbox"/> loud	<input type="checkbox"/> leader	<input type="checkbox"/> mature	<input type="checkbox"/> quick to react	<input type="checkbox"/> cooperative
<input type="checkbox"/> nervous	<input type="checkbox"/> quiet	<input type="checkbox"/> watcher	<input type="checkbox"/> helpful	<input type="checkbox"/> slow to react	<input type="checkbox"/> strong emotions
<input type="checkbox"/> playful	<input type="checkbox"/> needs extra attention	<input type="checkbox"/> easily embarrassed	<input type="checkbox"/> easy to joke with	<input type="checkbox"/> needs to be pushed	<input type="checkbox"/> even-tempered/ mellow

Contact Info

Parent/Guardian Name	Please fill out the information for the best phone and email to contact you and <i>select ALL the options that work best for you.</i>		
	Phone	Email	Remind
Name:			<input type="checkbox"/> I signed up <input type="checkbox"/> Not signing up
Relationship to student:	<input type="checkbox"/> I prefer a phone call	<input type="checkbox"/> I prefer an email	<input type="checkbox"/> I prefer using Remind chats
Name:			<input type="checkbox"/> I signed up <input type="checkbox"/> Not signing up
Relationship to student:	<input type="checkbox"/> I prefer a phone call	<input type="checkbox"/> I prefer an email	<input type="checkbox"/> I prefer using Remind chats

- Is there a best time of day to contact you?

Please use the back to share any information that would help me help your child the best I can this year. This is your chance to let me get to know your child a little better as we start the year!