

**Elementary Math
Disclosure Statement and Grading Policy
Mountainville Academy
2017-2018**

4th-5th Grading Scale:

93-100%	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 and lower	F

K-3rd Grading Scale:

90-100%	O
80-89%	S
79 and lower	N

Grading Breakdown:

Written Tests:	68%
Power Up Tests or Fact Assessments:	17%
<u>Homework:</u>	<u>15%</u>
Total:	100%

Student grades are updated weekly in ASPIRE (SIS). Please use this valuable resource to stay updated on your child's progress!!!

There should NEVER be any surprises come report card time 😊.

Homework:

Math 3 (Textbook course), Math 4, Math 5, Course 1, Course 2, Course 3:

Homework: Students can expect homework every day, except test days. Although there are 30 problems in a problem set (all of which must be done in order to be successful), students can expect to only have 10-15 of the easiest problems to take home each night. Thus, the homework will never be overly burdensome. Homework will be graded based on completion—1 point for every problem attempted with work shown—for a total of 30 points per problem set. (Math 3, Math 4, and Math 5 students may start off the year with less problems and gradually work up to 30.)

Math K, Math 1, Math 2, Math 3 (consumable course)

Homework: Students can expect homework every day, even on test days. Most days there will be two homework sheets. The first will have two sides, Side A and Side B. Side A will be done in class every day as a model for Side B. Side B should be completed at home. Parents should circle the problems they needed to help their child with so the teacher can assess whether re-teaching needs to be done. A fact practice sheet is also sent home. Again, please follow the directions to know what is required. Homework will be graded on an all completed or not basis. If every problem is attempted, students will receive 1 point per problem.

We quote from the Saxon book (to which we subscribe completely):

“This series of books is designed to teach students to be successful mathematical problem solvers. Students who have completed the series make high scores on tests that require problem-solving abilities. Mathematical problem solving is simply the use of mathematical concepts in new situations. Teaching concepts is the first task. **The best way to teach the concepts is to let the student work carefully designed problems that lead to use of productive thought patterns that utilize the concepts.** Many students do not assimilate concepts the first time the concepts are encountered because assimilation requires long-term practice at each hierarchical level. Whereas students understand slowly, they seem to forget quickly. The research of Benjamin Bloom indicates that long-term practice beyond mastery is required to permit students to achieve what Bloom calls “automaticity.” Bloom tells us that it is necessary to “overlearn” to achieve automaticity. When automaticity has been achieved, the student will be able to read a new problem, and the concept or concepts that are required to solve the problem will come automatically to mind. Long-term practice with the skills necessary to apply the concepts has allowed the student to automate these skills. Because concept recognition and skill applications have been automated, the student’s mind is freed from the lower-level mechanics of the problem, and the student can consider the problem at a higher cognitive level. When automaticity has been achieved, the concepts are emblazoned in the long-term memory of the student and can be recalled when needed. Concepts are learned through long-term practice with problems that are designed to teach concepts. **Doing leads to understanding....**

“Thus, the philosophy of [Mountainville Academy] is that students learn by doing and that students cannot learn a concept on the day it is introduced. This is the reason that the problem sets contain only three or four problems requiring the use of the new

concept and contain twenty-six or twenty-seven review problems. This emphasis on review allows students to practice every concept previously presented in every problem set.... We introduce the new concept with three or four problems with the realization that understanding will take time and that constant practice over a long period of time is the key ingredient of success....

“We do not try for total understanding on the first day. This is contrary to accepted practice and this idea unfortunately is resisted by some teachers [and parents] who are using the book for the first time. Since students learn by doing the problems repetitively, the teacher’s overriding responsibility is to ensure that every student does every problem in every problem set. If students work the problems, they will learn and they will understand in time. If students do not work the problems, they will not learn. It’s that simple. The best way to ensure that students work the problems is to devote most of the class period to doing homework....

“Almost every school that has used the entire Saxon series has doubled senior math enrollment, increased college board scores 20 percent, quadrupled calculus enrollment, doubled physics enrollment, increased chemistry enrollment significantly, and, best of all, reduced the number of students who take non academic math courses by over 50 percent.”

Tests:

These are cumulative tests covering everything studied thus far. **One retake per test lower than 80% is allowed, within one week of the first test, after corrections/test analysis are made to the first test.** Tests are given every fifth lesson starting after lesson 10. Make-ups for absences need to be arranged with the teacher.

Power Up Tests or Fact Assessments:

These are fact assessments based on the daily practice of the facts in class.

- *Math 3 (Textbook course), Math 4, Math 5, Course 1, Course 2, Course 3:*

They also include one problem solving problem. 80% of the grade is the facts portion. 20% of the grade is the problem solving portion. No retakes are allowed for Power Up Tests.

- *Math K, Math 1, Math 2, Math 3 (consumable course):*

There are only facts at these levels. **No retakes are allowed for Facts Assessments.**

Textbook Accountability:

Students are responsible for the math textbook checked out to them. All math textbooks must be covered at all times. Lost or damaged textbooks cost **\$80** for students to replace. We will not replace the book until this is paid for.

Discipline:

We follow the disciplinary procedures disclosed in the Mountainville Academy Handbook.

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Mountainville Academy
2017-2018**

Please e-mail back to your child's math teacher and let them know that you have seen and agree to this disclosure policy or print and return this last page!

I understand and agree to the Elementary Math Disclosure Statement, Grading Policy, and Textbook Accountability.

Parent/Guardian Signature: _____

Date: _____

Student Signature: _____ Date: _____

Student/Parent Contact Information:

Home Phone: _____ Cell Phone(s): _____

Work Phone: _____ Best Time(s) to Call: _____

Email Address(es): _____

Home Address: _____

Mailing Address (if different): _____