



Mendenhall
Mustangs

Mendenhall Middle School

2011/2012

WM. MENDENHALL MIDDLE SCHOOL
1701 EL PADRO DRIVE
LIVERMORE, CA 94550

TELEPHONE: (925) 606-4731

MENDENHALL WEBSITE
www.mendenhall.schoolloop.com

ATTENDANCE LINE: (925) 606-4731 EXT. 2

Property of: _____ Grade: _____

Address: _____

Phone #: _____ Student I.D.#: _____

In case of emergency, please notify:

Name: _____ Phone #: _____

The information in this book was the best available at press time. Watch for additional information and changes.



©2011 School Datebooks, Inc. All rights reserved.

No part of this publication may be reproduced, transmitted, transcribed, stored in any retrieval system, or translated in any form without the written permission of School Datebooks, Inc.

2880 U.S. Hwy. 231 S., Suite 200 • Lafayette, IN 47909 • (765) 471-8883
<http://www.schooldatebooks.com> • sdi@schooldatebooks.com

TABLE OF CONTENTS

Bell Schedule.....	3
Welcome.....	4
William Mendenhall 1823-1911	4
Where to Find	4
Character Counts	4
School Hours	4
Drop Off Zone.....	4
Closed Campus	4
Areas Off Limits	4
Communication.....	4
Attendance	4
Student ID Cards.....	5
Library.....	5
Student Activities	5
Associated Student Body (ASB).....	5
Dance Rules	5
Homework	5
Report Cards	5
Recognition of Academic Excellence.....	5
Principal's Honor Roll	6
Mustang Honor Roll.....	6
Extra Curricular and Co-Curricular Activities Eligibility (See B.P. 5302).....	6
Athletic Physical Cards.....	6
Cafeteria.....	6
Bicycle/Skateboard/Scooter Parking and Safety	6
Cheating Policy.....	6
Success in Middle School- Behavior Standards.....	7
Respect and Responsibilities	7
Dealing with Conflict.....	7
Citations.....	7
Referrals/Time-Out Room	7
Detention	7
Cell Phones and Other Electronic Communication Devices.....	8
Student Dress Code	8
Reporting of Incidents to Police.....	9
Sexual Harassment	9
Suspension From School	9
Challenge of Authority	9
Behavior Categories	10
Classroom Expectations.....	10
School Expectations	10
Emergency Action Plan	13
Emergency Procedure Norms	14

STUDENT SCHEDULE			
Period	Subject	Teacher	Room #
0			
1			
2			
3			
4			
5			
6			

WM. MENDENHALL MIDDLE SCHOOL

2011-2012 BELL SCHEDULE

PERIOD	M,T,TH,F	WEDNESDAY
0	07:30 - 08:20	07:30 - 08:20
1	08:25 - 09:15	08:25 - 09:05
2	09:19 - 10:09	09:09 - 09:49
<i>Break</i>	10:09 - 10:15	9:49 - 9:55
3	10:19 - 11:14	9:59 - 10:44
4A	11:18 - 12:08	10:48 - 11:28
4B	11:53 - 12:43	11:23 - 12:03
5	12:47 - 01:37	12:07 - 12:47
6	01:41 - 02:31	12:51 - 01:31

LUNCH SCHEDULE

1st	11:14 - 11:49	10:44 - 11:19
2nd	12:08 - 12:43	11:28 - 12:03

WELCOME

Dear Students and Parents:

Welcome to William Mendenhall Middle School for the 2011-2012 school year! Mendenhall's colors are maroon and gold; our mascot is the Mustang. We have a long tradition of academic success and a strong extra-curricular program, and we take great pride in our students, staff, and parents.

This student planner/organizer contains important information that will assist you in having a successful school year. **This organizer is to be taken to all classes daily and should be reviewed by parents on a regular basis. It is designed to help you keep track of all your classroom assignments and includes additional resource information to assist you in your academics.**

The Wm. Mendenhall Middle School staff is here to guide you both personally and academically. We look forward to a productive year.

Susan Sambuceti, Principal

Al Bernal, Vice Principal

WILLIAM MENDENHALL 1823-1911

William Mendenhall, a descendent of Quakers, emigrated from England with William Penn. He crossed the plains on horseback in 1845, was a member of Fremont's battalion in 1846, and soon after engaged in farming near San Jose. William Mendenhall came to the Livermore Valley in the late 1850's. In 1869, in honor of the completion of the railroad through the valley, he laid out a new town. His plan included gifts of land for a depot, schools, churches, and other civic needs. He named the town in honor of his friend and neighbor Robert Livermore, the first settler of the area.

WHERE TO FIND

Lost & Found: **Room 81**, Time-Out Room: **Room 81**

LVJUSD Website: www.livermoreschools.com

MMS Website: www.mendenhall.schoolloop.com

CHARACTER COUNTS

Students at Mendenhall have regular discussions in their core classes on the six pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. A person of character is a good person, someone to look up to and admire, who knows the difference between right and wrong and always strives to do right, who sets a good example for everyone, and who tries to make the world a better place and lives according to the six pillars of character. These are values that all people, no matter their walk of life or religion, can agree upon. They are the values we want our students to apply in making ethical decisions.

SCHOOL HOURS

Please arrange transportation for your child to reflect the following:

- Students should not arrive at school earlier than ten minutes before their start time. (There is no supervision for students who are not enrolled in zero period classes.)
- Students should leave school grounds within ten minutes of the final bell at 2:31pm, unless they are inside a classroom or participating in an organized after-school program.
- As a reminder, school rules apply to students on their way to and from school, even off campus.

DROP OFF ZONE

Parents are asked not to drive into the parking lot to drop off or pick up students. The parking lot is reserved for visitor and staff parking and for:

- Dropping off disabled students
- Dropping off students with heavy musical instruments or other bulky items

CLOSED CAMPUS

Mendenhall School is a closed campus. You may not leave the school grounds before dismissal time without checking out through the office. The only visitors allowed are parents and guardians. Student visitors are not allowed. All visitors must check in at the office and be issued a visitor pass before visiting any part of the school (Penal Code 627.2). Parents may check out their child in the main office at any time for lunch, medical or other appointments.

AREAS OFF LIMITS

During lunch, students are restricted to the areas away from the classrooms and behind the yellow line in order to keep noise to a minimum for classes in session. The yellow line runs from the library to the shop building. No students without a pass may venture into these areas at any time during lunch.

COMMUNICATION

To communicate with teachers about your child, please use the following steps:

- Organizer, Webpage
- E-mail the teacher
- If no response (allow 48 hours), call the main office and ask to leave a written message for the teacher
- Make appointment with teacher (follow-up at home and stay in contact with the teacher)
- If the issue is still unresolved after speaking and working with the teacher - call the office to set up an appointment with the Principal or Vice Principal

We are all members of the same team!

ATTENDANCE

If you are going to be absent from school for any reason, please have a parent/guardian call the ATTENDANCE Line at 606-4731 ext. 2 by 9:00am on the day of your absence. Absences must be called in daily. If you are absent for three or more days due to illness/injury, a doctor's note may be required for verification purposes. Absences must be cleared within three days or they will be considered a "CUT". If you are absent two or more days, a parent/guardian should contact the office and make arrangements for homework. Homework requests will not be made for one-day absences. Students who leave during the school day for any reason must be signed out in the office. Students must also sign in to the office upon return. Parent contact is to be made with the office before a student is released. Additionally, if your student arrives more than 10 minutes late to their first class of the school day, they must sign in at the office before going to class. Please note that to qualify for a Perfect Attendance Award, students must not be marked absent in any period of the school day. Those students having more than three tardies in a trimester will also not qualify for perfect attendance.

Cuts: If you leave the school grounds without the permission of the office or do not report to class, it will be considered "CUTTING" class.

Tardies: You are considered tardy if you are not in your scheduled class and in your seat when the tardy bell rings. Students who have more than two (2) tardies to their first class will be required to serve detention. A student tardy to any period after their first class will receive teacher consequences, including possible detention.

Tardy Sweep: From time to time, without prior warning, the school may institute a tardy sweep of the campus. During a tardy sweep, any students not in their classroom when the tardy bell rings will be identified by administration and required to serve a detention.

Withdrawal From School: Should you dis-enroll from school before the end of the school year, you must get a clearance slip from the office. All property must be returned and all fines paid before a clearance slip is issued.

STUDENT ID CARDS

Student ID cards are used to purchase dance tickets, gain admittance to athletic events, check out equipment, purchase lunch, and to check out library books. **STUDENTS SHOULD HAVE THEIR ID CARDS WITH THEM AT ALL TIMES AND BE PREPARED TO SHOW IT IF REQUESTED BY SCHOOL PERSONNEL.** You may purchase replacement ID cards in the school office for \$5.00. Replacement cards take 3 days to prepare, so plan ahead.

LIBRARY

You are responsible for all materials you check out. Lost or damaged books must be paid for at their replacement cost. The technology use agreement applies to students' use of the library computers and also for use of the internet.

Students need their student ID to check out books, including textbooks. All other books (not textbooks) may be borrowed for a four- week period and may be renewed once. Students are expected to abide by the rules of the library in order to remain in the library.

STUDENT ACTIVITIES

Students who are involved with Mendenhall School feel more connected to our school. We encourage you to be part of our Activities Program. These activities require you to be responsible and self-disciplined. Students whose behavior shows a lack of these qualities may be excluded from activities.

ASSOCIATED STUDENT BODY (ASB)

The Associated Student Body (ASB) is composed of all students enrolled in the school. Students from the leadership class are elected to represent the ASB. ASB officers and representatives meet regularly to plan activities and discuss school concerns. Some of the activities that ASB officers and the leadership class sponsor include:

- Dances
- Noontime Activities
- Community Projects
- Student Assemblies
- Spirit
- Dress Up Days
- Fundraisers
- School Projects

DANCE RULES

If you plan on attending the dances at Mendenhall, please be aware of the rules for attending them. You will not be allowed if you:

- Have more than two referrals since the last dance
- Have one or more suspensions since the last dance
- Owe debts to the school

- Do not attend a full day of school the day of the dance
- Do not have your ID card
- Have any "F's" on your most recent report card

Dirty dancing and freaking are not permitted. If you dance in a sexually suggestive way, your parents will be contacted and you will be asked to leave. There are no refunds and no warnings.

If you are removed from a dance, you may not attend the next scheduled school dance. If you are removed from two (2) dances, you are no longer allowed to attend school dances for the remainder of the school year.

Make good choices so everyone can have a good time.

1. The gym doors will be unlocked at 7:00pm and locked at 7:30pm. No one will be admitted after 7:30pm, unless prior arrangements have been made with an administrator.
2. Only Mendenhall students with pre-purchased tickets/wristbands will be allowed to enter the grounds. Students must have their ticket/wristband and ID card to be allowed entrance into the dance. Tickets may not be purchased at the door.
3. Tickets are non-transferable and non-refundable.
4. All students will be checked and admitted by a staff member.
5. Students will follow the school's dress code.
6. Decorations may not be removed.
7. The dance ends at 9:00pm. No one is permitted to leave before that time unless a parent has talked to an administrator, and suitable arrangements have been made for transportation home.

HOMEWORK

Students may be assigned homework to practice skills that were presented in class or to work on a long-term project. Students can expect most teachers to assign homework. Many teachers post their homework daily on **School Loop**.

As a matter of school policy, late work is not accepted unless the student has had an **excused** absence (see Attendance Notice in "Notice to Parents" for California Education Code definition of excused vs. unexcused) or has been suspended. In that case, it is the student's responsibility to find out what she/he has missed and to get the work turned in as soon as possible.

Homework requests will not be made for **ONE-DAY ABSENCES**. For every day absent, students have the same number of days to make up work. Example: 2 days absent = 2 days to turn in missing work.

REPORT CARDS

Report cards are issued three (3) times a year. Trimester grades are recorded permanently in the student's records. Students with school debts may have their report cards held until the debt is cleared.

"Progress Reports" are issued during or after the 6th week of each trimester to provide additional information about class performance.

Teachers will discuss their grading procedures with each class.

RECOGNITION OF ACADEMIC EXCELLENCE

Academic Excellence is recognized for each trimester. Achieving academic excellence is one of the outstanding accomplishments of any student.

The specific academic requirements are listed below. They are computed from the trimester grades using the following information to determine grade point average:

A = 4 B = 3 C = 2 D = 1

No student receiving a D, F, Incomplete or NO MARK will be placed on either of the Honor Rolls.

PRINCIPAL'S HONOR ROLL

Eligibility requires a grade point average of 3.667 or higher on the trimester report card.

MUSTANG HONOR ROLL

Eligibility requires a grade point average of 3.00 to 3.666 on the trimester report card.

EXTRA CURRICULAR AND CO-CURRICULAR ACTIVITIES ELIGIBILITY (SEE B.P. 5302)

Students must have a minimum GPA of 2.0 to try out and must maintain a 2.0 GPA to continue to participate. Upon parent request in writing and administrator approval, students may apply for a one-time exemption during their 3 years at middle school. If granted, the exemption is applicable until the next grading period. To qualify for this exemption, the student's parent/guardian must submit a written request to the school administration.

ATHLETIC PHYSICAL CARDS

Students are required to have an athletic physical card on file at the school prior to trying out for a team. A physical card must be renewed every year.

CAFETERIA

Our cafeteria offers only hot lunches and some snack items sold "a la carte". The multipurpose room and the outside eating area north of the multipurpose room are the only places where students may eat at lunch. We expect good manners and appropriate behavior from all students. All students are required to eat their lunch seated at a lunch table. When finished eating, students may be dismissed from their tables by a yard supervisor but only if the area is clear of debris and clean.

Student rules governing lunchtime behavior:

1. Wait in the appropriate line and don't yell or shout while waiting to order. Say "please" and "thank you" to the servers.
2. Do not save places in line for others.
3. Buy food for yourself only.
4. Go to the end of the line if you must leave the line for any reason.
5. Do not cut into line.
6. No eating in the classrooms.
7. Do not have catered deliveries without prior school approval.
8. Do not "beg" for food or money from other students.
9. Stay seated while eating.
10. Clean up after yourself when done and throw trash/recyclables in proper containers.

Students may lose the privilege of eating in the cafeteria because of misconduct.

BICYCLE/SKATEBOARD/SCOOTER PARKING AND SAFETY

The enclosed bicycle/skateboard/scooter parking area is an additional effort to help you protect your bicycle/skateboard. It does not guarantee its safety and the school can give no assurance or warranty that your bicycle/skateboard will be protected from harm.

In the absolute interest of safety, the following rules must be followed:

1. Skateboards, scooters and bicycles **must** be walked on campus **at all times!** Students are to **walk** their mode of transportation as soon as they enter Mendenhall's campus. Students will directly put away their mode of transportation in the bike cage upon arrival. Skateboards, scooters or bicycles may **not** be used for recreation at any time on campus. School administration reserves the right to prohibit from the school any skateboards, scooters or bicycles, should the use of these items be abused by students. Students who repeatedly violate the policy will have their mode of transportation (skateboard, scooter, bicycle) confiscated and returned to a parent at the end of the school year.
2. Students are expected to follow the law regarding the use of a helmet while riding skateboards, scooters or bicycles. Students who fail to wear a helmet will have their privileges revoked.
3. All bicycles/skateboards/scooters brought to school must be parked and **locked** in the designated area.
4. Bicycles/skateboards/scooters are not permitted anywhere on the campus except in the parking area itself and on the access lane to and from the street.
5. Bicycles/skateboards/scooters are not to be ridden inside the fenced area or on campus at any time. Walk your bicycle/skateboard to and from the sidewalk and bike cage.
6. The law prohibiting the riding of two on a bicycle will be enforced.
7. All bicycles/skateboards/scooters are to be parked and locked individually to the cables or racks.
8. The bike cage will be locked at the start of the school day and will not be unlocked until school is out in the afternoon.
9. After parking and locking their bicycle/skateboard/scooter, students are to leave the area immediately. **NO LOITERING!**

CHEATING POLICY

Students are responsible for being honest on assignments and tests and not copying the work of others. Cheating and plagiarism are not acceptable as such behavior undermines the learning process.

Cheating and plagiarism include:

- Copying or using the work of another and presenting it as one's own.
- Using "cheat sheets," looking at another student's test, or any other assistance unauthorized by the teacher.
- Assisting or providing another student with the opportunity to cheat.
- In PE, taking unauthorized short cuts on the run and fitness activity, known as "cutting the run."

Students involved in cheating and plagiarism will be dealt with in a consistent manner regardless of the weight of the assignment or the importance to a student's grade for the class. If it is determined by the teacher that cheating has occurred, the following consequences will be used:

1. The student will be issued an "F", no credit given for the assignment and make-up work will not be allowed.
2. The teacher will document the incident with a letter to the parents and a copy to the Vice Principal.
3. Repeated offenses of cheating in the same class may result in a grade of "F" for the class.

SUCCESS IN MIDDLE SCHOOL– BEHAVIOR STANDARDS

RESPECT AND RESPONSIBILITIES

All students, staff, parents, and visitors to our school have the right to be free from abusive statements, written or verbal, which in any way degrade their unique qualities, such as ethnicity, culture, heritage, sexuality, physical/mental attributes, or religious beliefs and practices. Such disrespect, intimidation, and abusive language have no place in an educational institution and are not tolerated at Mendenhall Middle School.

The first and most important rule at Mendenhall is "hands off." Students are expected to keep their hands (and feet) to themselves. While conflict between peers is part of middle school life, using hands, fists, etc., to resolve conflicts can result in serious consequences. Oftentimes such conflict starts out as horseplay and quickly escalates into a fight as adolescents get angry and frustrated. The staff at Mendenhall makes no distinction between play fighting and real fighting. Fighting of any kind is not permitted, so the first rule is for students to keep hands and feet to themselves.

Fighting has no place at Mendenhall Middle School. When two people engage in fighting, it is considered mutual combat and both students will be suspended. No matter who starts a fight, if a student hits back, both students will be suspended.

DEALING WITH CONFLICT

Conflict between peers is part of student life. How students deal with conflict is one of the most important aspects of being able to get along with others. Conflict is natural, even between friends. Being able to resolve that conflict is a major focus in middle school. There are acceptable and unacceptable ways to resolve conflicts:

Examples of Acceptable Behaviors:

- talking with others for help
- asking staff for help
- asking for an adult conflict manager

Examples of Unacceptable Behaviors:

- Confronting a person in a large group
- Talking about the conflict to people not involved in it (rumors)
- Threatening to beat up someone

CITATIONS

Mendenhall's Citation program is for students who behave inappropriately outside the classroom. Students will be accountable for their behavior outside of the classroom before, during and after school. This policy follows district policy.

The following citations are given for inappropriate behavior outside of the classroom and accumulate over the school year:

- 1st offense: written warning and parent contact
- 2nd offense: written warning, parent contact and detention
- 3rd offense: written warning, parent contact, and possible suspension

Citations may involve, but are not limited to, the following:

- Disruption outside of the classroom
- Inappropriate behavior
- Inappropriate language
- Unsafe/dangerous activities
- Riding a bike, scooter, or skateboard on campus
- Loitering in the halls without a pass
- Littering
- Throwing food
- Chewing gum
- Not following hands-off policy
- Defiance of authority
- Dress code violation
- Use of a cell phone/electronic device

REFERRALS/TIME-OUT ROOM

Referrals are given by teachers to students who may be disruptive or defiant in the classroom or act in a manner such that the behavior interferes with the learning environment. Behavior that interferes with others' opportunity to learn is unacceptable at Mendenhall Middle School. The student is referred to the Time-Out room. This room serves as (1) a place to remove the disruptive student from the classroom so that other students may learn in an interruption-free environment, and (2) immediate notification to the parent of that misbehavior. Every referral results in a parent contact. **This referral is non-negotiable.** Students referred will spend the remainder of that instructional period in the room to complete classroom assignments and then resume their regular class schedule.

Students who have **four referrals within ten school days** will be suspended.

Students who have more than one time-out room referral in any given day will be suspended.

Students who are sent to the Time-Out room or the office and do not show up will be suspended.

DETENTION

Detention assigned by teachers or the administration is time spent after school for excessive tardies, repeated disruptions, etc. Students on detention are required to bring study materials and to sit quietly during the time of their detention. Failure to sit quietly or do homework will result in additional time or suspension. Teacher or school detention is permissible provided the parents are aware or one day notice is given to the student.

CELL PHONES AND OTHER ELECTRONIC COMMUNICATION DEVICES

The use of electronic communication devices is not permitted from 7:30am to 2:31pm on school days including, but not limited to class time, passing periods, lunch and assemblies. All electronic communication devices must be turned off during these times and may be turned on only during class time **only** with the teacher's permission and direction (K-12). If you need to use a phone, go to the office and inform them of the emergency.

Cell phones and other electronic communication devices must routinely be silenced or turned off during class time. Students are only permitted to use electronic communication devices during a class or instructional period with the teacher's permission.

At no time are students permitted to use electronic communication devices in violation of relevant State and federal laws or inappropriately on campus. The use of electronic communication devices to threaten, harass, ridicule, or for other forms of cyber-bullying are prohibited and may result in suspension or expulsion per the Elementary or Secondary Discipline Guidelines.

Due to privacy laws regarding minors, cell phone cameras or cameras built into electronic communication devices are not to be used to photograph, image capture or record students at school or school activities without the prior consent of parents/guardians and approval of school staff, unless sanctioned by the principal for particular school events such as parades, awards assemblies, sporting events or other performances.

The schools will not be responsible for the damage or loss of electronic communication devices brought on campus or to school sponsored activities, regardless of whether the device is in the possession of a student or a school official.

Discipline: Violations of these standards and relevant State and federal laws will result in consequences that are consistent with the Discipline Policy (BP 5144) as outlined in the Elementary and Secondary Discipline Guidelines. (AR 5131.2(b))

DID YOU KNOW THAT...

- **Every student is responsible to ALL staff members including substitute teachers, cafeteria workers, staff, custodians, secretaries and yard supervisors. In other words, if a reasonable request is made of you by any staff member, you are required to comply.**
- **Hands Off Policy** - This policy means that we want students to keep their hands, feet, elbows, shoulders, etc. to themselves! **This policy applies to "just kidding around" with friends.**
- **Lunch areas** - restricted to the cafeteria and the seating area between the MPR and the exercise room. Food and/or beverages are not to be taken to the blacktop areas.
- **Gum - NOT** allowed anywhere at school, at any time.
- **Photos** - pictures cannot be taken of other students during the school day. No personal cameras allowed at school.
- **Balloons on Campus** - We appreciate the excitement that birthdays bring. However, balloon bouquets cannot be carried on campus or stored in the classrooms. Please bring your balloon bouquet to the office until the end of the school day.
- **Selling items on campus** - Students are not permitted to bring items on campus to sell.

- **Personal Property** - The school cannot be responsible for the loss or destruction of a student's property. For this reason, valuable jewelry should not be worn to school. Do not bring MP3 players or other expensive electronics to school. Jewelry must be removed during PE classes and could possibly be stolen. Students should not carry large amounts of cash. During PE, students must lock valuables in their own lockers, not a friend's locker or an empty locker. The school is not responsible for stolen items.
- **Schoolloop** - Mendenhall has instituted an online method whereby teachers can post grades so that students and parents can have access to grades and other information about their classes. Be sure to register for your password, and do not share your password with anyone.
- **Items That Should Not Be Brought To School** - Items that should not be brought to school includes sharp objects (other than pens and pencils), sprays, vitamins or medication (either prescription or over the counter) which would be a distraction at school, any items which appear to be illicit drugs (i.e., "look-alike" drugs), toy knives, pocket knives, water pistols, toy guns or ammunition, radios, CD players, MP3 players, tape players, cameras, laser pointers, beepers, liquid "**white out**", permanent pens (such as Sharpies), glass containers, or any objects or substance that could disrupt or distract school activities.

STUDENT DRESS CODE

This regulation specifies standards that promote a positive and safe learning environment for students. Annual notice of this regulation shall be provided to students, parents, and staff. In addition, each school site council or other school committee shall regularly review these standards. District and school dress codes shall be enforced on the school campus and at any school-sponsored activity. Appropriate dress for school dances, promotion activities and other special events will be communicated to parents and students by the school.

Standards

1. Students shall dress appropriately for educational activities in which they will participate so as not to endanger their health, safety, or welfare, or that of others, or cause a disruption to the educational process. The following articles of clothing are not permitted:
 - Backless or strapless tops
 - Low-cut tops and dresses
 - Bare, midriff tops
 - Shorts, skirts, pants, and tops that fail to conceal undergarments
 - Shorts, skirts and dresses that are shorter than thumbs' length when arms are at side
2. Shoes shall be worn at all times unless not required as part of an instructional activity. No slippers.
3. Clothing, accessories, and jewelry shall be free of writing, pictures, symbols or any other insignia which are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive. Clothing, accessories, or jewelry that degrade any cultural, religious or ethnic values, that advocate racial, ethnic, or religious prejudice or discrimination, or that promote sex, the use of tobacco, drugs, or alcohol or any unlawful acts are prohibited.

4. Sun-protective clothing, including hats, may be worn outdoors during the school day on school campuses. Hats, caps, and other head coverings shall not be worn in buildings at middle schools.
5. Dark glasses shall not be worn indoors, except for valid medical reasons authorized by the administration and verified in writing by a physician.
6. Gang-related colors, clothing or accessories, including but not limited to bandanas, or other symbols, emblems, or insignias are prohibited. School officials shall consider student history and information obtained from community agencies and resources when making these judgments.

Any clothing, jewelry or accessories, which create a safety or health concern, cause or threaten to cause a disruption to the educational process, is prohibited.

Exceptions may be made by the administration for special days, special events, or activities. Repeated violation of the District or school dress code(s) shall be considered a violation of Education Code section 48900 (k): disruption of school activities and/or willful defiance of valid school personnel authority. Appropriate consequences shall be specified and implemented according to the elementary and secondary discipline policies.

FINAL DETERMINATION OF WHAT CONSTITUTES APPROPRIATE DRESS SHALL BE MADE BY THE SCHOOL ADMINISTRATION.

REPORTING OF INCIDENTS TO POLICE

The State of California requires that police must be contacted and a report made whenever a student commits any of the following:

- possession of firearms or weapons
- sale, possession, or being under the influence of a controlled substance or alcohol
- possession of a substance represented as a controlled substance or alcohol
- assault with a weapon

SEXUAL HARASSMENT

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Forms of sexual harassment include but are not limited to the following:

- Verbal harassment such as derogatory comments, jokes or slurs;
- Physical harassment such as unnecessary, unwelcome, or offensive touching, or impeding or blocking movement;
- Visual harassment such as derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures
- Unwelcome sexual advances

SUSPENSION FROM SCHOOL

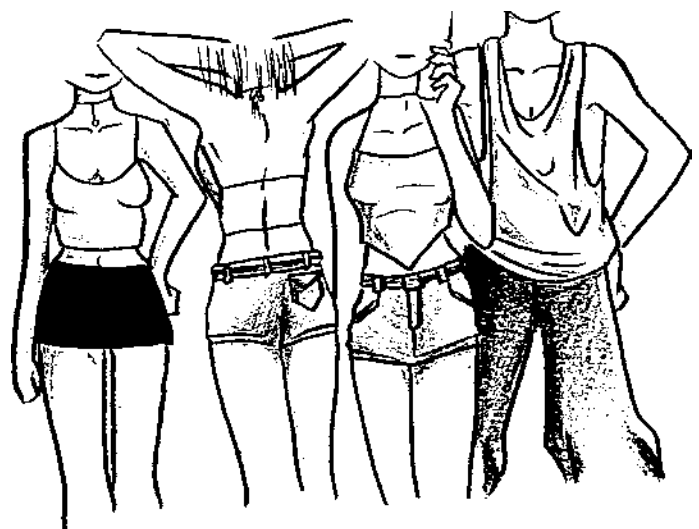
For serious disciplinary infractions, students may be suspended from school. Such home suspension means the student will not attend school for the length of the suspension (maximum of five days at any one time). The student is to remain at home during school hours and may not attend any school-sponsored activities such as sporting events, dances, or plays, and may not be on or near any school campus. The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension. Parents are notified annually as to due process rights.

CHALLENGE OF AUTHORITY

- All school staff members are in a position of authority on campus and at any school-related activity.
- Direct challenges or verbal abuse toward a staff member will result in disciplinary action.
- If the challenge or verbal abuse is considered a threat of bodily harm to a staff member, disciplinary action could result in arrest and possible expulsion from the Livermore Valley Joint Unified School District.



APPROPRIATE



INAPPROPRIATE

BEHAVIOR CATEGORIES

Unacceptable student behavior is grouped from the least serious to the most serious. Repeated disregard of school rules leads to increasingly serious consequences. These rules apply while students are in school, while going to or coming from school, at school, or while going to or coming from a school sponsored activity such as athletic events, dances, and other extra/co-curricular activities [E.C. 48900 (p)]. Schools may have additional written rules appropriate to their particular campus, which further explain what is summarized here.

Suspension from school can only be imposed when other means of correction fail to bring about proper conduct. However, a pupil may be suspended on a first offense if #1, #2, or #3 occurs:

1. The pupil committed any of the following violations:
 - a. Caused or threatened to cause physical injury
 - b. Willfully used force on another person except in self-defense
 - c. Possessed a dangerous object
 - d. Possessed, used, or furnished a controlled substance or alcoholic beverage
 - e. Arranged to sell or furnish a "look alike" controlled substance
 - f. Committed robbery or extortion
2. The pupil's presence at school causes a danger to persons or property.
3. The pupil's presence at school threatens to disrupt the instructional process.

CLASSROOM EXPECTATIONS

Teachers will establish classroom rules and inform students and parents/guardians about these guidelines. Rules will specify both behavior and academic expectations that the student must meet to be successful. Examples are coming to class on time, bringing the required materials, and following teacher directions. If classroom rules are disregarded and learning is disrupted, the teacher will take one or more of the following actions:

- Student/teacher conference
- Teacher held detention
- Additional assignments
- Time-out room referral
- Parent contact/conference
- Office referral
- Suspension from class

Repeated violations may result in suspension from school.

SCHOOL EXPECTATIONS

Schools will establish standards of behavior that promote positive school climate and campus safety. Parents/guardians and students will be informed about these guidelines. Examples of behaviors that are disruptive and not acceptable are:

- Inappropriate dress
- Disrespect to other students
- Disrespect to school staff
- Loitering in restricted areas
- Profanity/abusive language

Littering

Use of skateboards, roller blades, scooters or any wheeled mode of transportation on campus during school operational hours

Possession of radios, tape players, laser pointers or other items considered disruptive

Possession of electronic signaling devices such as pagers and cell phones without parent and school permission

Defiance or disobedience

Forging or falsifying school information/correspondence

Violating the computer and network electronic information policy

CONSEQUENCES:

First Offense: One or more of the following shall occur:

Parent/guardian contact/conference

Written warning

Detention

Exclusion from school activities

School/community service

Second Offense: One or more of the following shall occur:

Parent/guardian contact/conference

Written warning

Detention

School/community service

1-3 day suspension from school

Third Offense: One or more of the following shall occur:

Parent/guardian contact/conference

Written warning

Detention

Exclusion from school activities

School/community service

3-5 day suspension from school

LEVEL I BEHAVIORS - Suspension and/or Possible Police Involvement May Occur

Disruption of school activities

Willful defiance of school authorities, including failure to identify oneself when asked by school employee, and failure to report to an administrator or timeout room when sent

Possession of realistic toy weapons; imitation firearm

Possession or use of tobacco or tobacco products

Gang related activity or attire

Possession or sale of drug paraphernalia

Obscene act or habitual profanity or vulgarity

Causing or attempting to cause damage to school or private property

Theft/attempted theft of school or private property or possession of stolen property

Unauthorized operation of a motor vehicle on campus

Possession or use of pepper spray; tear gas

CONSEQUENCES: A parent/guardian conference will be made for each violation. In addition:

First Offense: One or more of the following shall occur:

- 1-3 day suspension
- Exclusion from school activities
- Police involvement
- Intervention Program

Second Offense: One or more of the following shall occur:

- 3-5 day suspension
- Exclusion from school activities
- Police involvement
- Intervention Program
- Alternative Education Program

Third Offense: One or more of the following shall occur:

- 5 day suspension
- Exclusion from school activities
- Police involvement
- Intervention Program
- Recommendation for expulsion

LEVEL II BEHAVIORS - Suspension Required; Possible Expulsion Recommendation (EC 48900)

Caused, attempted to cause, or threatened physical injury to another person (i.e., fighting)

Willfully used force on another person except in self-defense

Possession of a dangerous object

Possession or use of alcohol or controlled substance

Hate violence and/or degrading or inflammatory behavior towards others

Offering to sell a controlled substance and delivering a substitute

Intimidation or threats to school staff

Continued disruption of school activities or repeated willful defiance of school authorities

Verbal threats and/or intimidation of others including sexual harassment, bullying or teasing

Harassment/intimidation of a witness

Terrorist threats

Offered, arranged or negotiated to sell, or sold Soma

Consequences: Suspension is required in accordance with Education Code. A parent/guardian conference will be made for each violation. In addition:

First Offense: One or more of the following shall occur:

- 3-5 day suspension
- Exclusion from school activities
- Intervention program
- Police Involvement
- Recommendation for expulsion

Second Offense: One or more of the following shall occur:

- 5 day suspension
- Exclusion from school activities
- Intervention program

Police Involvement

Involuntary transfer to another school

Recommendation for expulsion

Third Offense: One or more of the following shall occur:

- 5 day suspension
- Exclusion from school activities
- Intervention program
- Police Involvement
- Recommendation for expulsion

LEVEL III BEHAVIORS - Recommendation for Expulsion is Mandated by Law (EC 48915a)

Causing serious physical injury to another person, except in self-defense

Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil at school (i.e., firecrackers or anything that fires a projectile, including BB guns & pellet guns)

Unlawful possession of a controlled substance, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis

Robbery or extortion

Assault or battery upon a school employee

Consequences: The following shall occur:

Parent conference within 5 days

3-5 days suspension, exclusion from school activities police report mandatory recommendation for expulsion on the first offense unless the principal feels there are extenuating circumstances and so reports to the Board of Education

In some cases the following shall occur in addition to the consequences listed above:

Written extension of suspension pending expulsion hearing

Involuntary transfer to another school or program

LEVEL IV BEHAVIORS - Expulsion is Mandated by Law (E.C. 48915c)

Possession, selling, or otherwise furnishing a firearm

Brandishing a knife at another person

Unlawfully selling a controlled substance

Committing or attempting to commit a sexual assault or sexual battery

Possession of an explosive

Consequences: All of the following shall occur:

Parent/guardian conference within 5 days

3-5 day suspension, exclusion from school activities

Police report

Mandatory recommendation for expulsion

Written extension of suspension pending expulsion hearing

Board of Education required to remove student from district programs for a minimum of one year.

***The information contained in the section labeled "School Expectations" is based on the LVJUSD's Secondary Discipline Policy. The most recent policy is not released until after this handbook has gone to print. Therefore, this information is subject to change.**



Mendenhall
Mustangs

MENDENHALL MIDDLE SCHOOL

2011-2012

EMERGENCY ACTION PLAN

Mendenhall Middle School and the Livermore Valley Joint Unified School District continually strive to review and modify our emergency plan to enhance the effectiveness of the plan in the event of an emergency.

Mendenhall Middle School has a detailed emergency plan, which is practiced at least twice each year (fire drills monthly) to insure that staff and students will be prepared in the event of an actual emergency.

Disaster kits, water, etc. are located in various rooms and in a large storage trailer located on our campus. Staff members who are first aid and/or CPR certified have been identified and will be called upon to help if necessary. We have an emergency radio to communicate with our district office in the event that telephone communication becomes hampered. This information and more is contained in our *Basic Emergency Action Plan*, which lists all disaster procedures to be followed at Mendenhall. We would be happy to share this plan with any interested parents.

We strongly encourage you to have a home emergency plan and to inform your children of related procedures.

In the event of a major disaster, students will be required to remain at school until an authorized adult arrives to pick them up. Your child will be released only to you or a person listed on your Emergency/Disaster Information Card. Please keep your emergency information card updated throughout the year.

MENDENHALL MIDDLE SCHOOL EMERGENCY PROCEDURE NORMS

FIRE EMERGENCY

Signal: Alarms

- Response:**
- immediately evacuate the building
 - all people:
 - exit quietly
 - in an orderly single-file line
 - to the football field
 - teacher at the front to verify the safest route
 - teacher brings the students and:
 - emergency binder with student roll sheets and class status forms
 - emergency/first aid kit
 - Door: last person closes unlocked door

At the assembly site (field):

- complete the class status sheet if any absent students or issues and submit to a runner
- Teachers should be standing facing the school in front of their students

Ending signal: an all-call from the office

EARTHQUAKE EMERGENCY

Signal:

- earth shaking
- drill: all-call "We are experiencing an earthquake."

Response indoors:

- duck and cover under a large surface (protect head & neck)
- wait until shaking stops/in a drill about one-and-a-half to two minutes
- evacuate the building
 - exit quietly
 - in an orderly, single-file line
 - to the football field
- teacher at the front to verify the safest route
- teacher brings the students and:
 - emergency binder with student roll sheets and class status forms
 - emergency/first aid kit
- Door: last person closes unlocked door

Response outdoors:

- move away from buildings, trees, overhead wires
- duck and cover in an open area using arms to protect head
- after shaking stops, join evacuation and locate your class on the field

At the assembly site (field):

- complete the class status sheet if any absent students or issues and submit to a runner
- Teachers should be standing facing the school in front of their students

Ending signal: all-call from the office

LOCKDOWN EMERGENCY

These protocols are based on the need for students and staff to "disappear into the environment;" to give the appearance of empty rooms to any outsider. This requires no movement and no sound.

Signal: all-call: "This is a lockdown; secure your room."

Response:

- lock door
- close blinds
- turn lights off
- shelter against a wall, away from windows
- DO NOT open the door to anyone
- *teacher:* complete the class status sheet and phone the office with information about any students out of the room
- *students who may be outside the classroom:* shelter as quickly as possible
- nearest unlocked door
- bathroom

Ending signal: all-call from the office

**PLEASE SIGN & RETURN TO YOUR THIRD PERIOD TEACHER
BY WEDNESDAY, AUGUST 31, 2011.**

MENDENHALL MIDDLE SCHOOL
1701 El Padro Drive, Livermore, CA 94550
(925) 606-4731 FAX (925) 606-4737

After you have read and discussed the Mendenhall handbook with your parent(s), please have your **parent initial** next to each statement below, then sign and return this page to your **third period teacher**.

_____ Our family has read and discussed the Mendenhall Middle School's handbook and all of the school rules and expectations.

_____ We understand all books and school materials must be returned in good condition or we will be responsible for their replacement.

_____ We have specifically read and understand the cheating and plagiarism policy.

_____ We do **not** need a hard copy of the school newsletters. We have access to a computer and are able to read the newsletters online on the Mendenhall website.

Student Name _____
(Please print)

Student Signature _____ Date _____

Parent Name _____
(Please print)

Parent Signature _____ Date _____

Parent email address: _____

Parent email address: _____



Mendenhall
Mustangs

LIVERMORE VALLEY JOINT UNIFIED SCHOOL DISTRICT FOUR POINT WRITING RUBRIC GRADE LEVEL 6-8 RESPONSE TO LITERATURE

	4 Strong	3 Proficient	2 Limited	1 Minimal
TOPIC/WRITING TASK	<ul style="list-style-type: none"> Extensively addresses all parts of the writing task Remains on topic Fully-developed Shows careful, creative thinking with “voice” 	<ul style="list-style-type: none"> Adequately addresses all parts of the writing task Remains generally on topic Shows adequate development Shows adequate thinking 	<ul style="list-style-type: none"> Addresses only part of the writing task Wanders from topic Ideas and thoughts not fully developed 	<ul style="list-style-type: none"> Addresses only one part of the writing task Off task Confused or not developed Did not follow directions
WRITER’S PURPOSE	<ul style="list-style-type: none"> Shows very clear understanding of purpose Engages target audience 	<ul style="list-style-type: none"> Shows generally clear understanding of purpose Addresses target audience 	<ul style="list-style-type: none"> Shows little understanding of purpose Shows little understanding of audience 	<ul style="list-style-type: none"> Shows no understanding of purpose Does not address audience
ORGANIZATION	<ul style="list-style-type: none"> Maintains consistent point of view Maintains consistent organizational structure (logical progression from beginning through middle to end) Uses transitions effectively Uses paragraphs correctly 	<ul style="list-style-type: none"> Maintains mostly consistent point of view Ideas are generally well organized from beginning through middle to end Uses some transitions Uses generally correct paragraphs 	<ul style="list-style-type: none"> Shows inconsistent point of view Disorganized, does not flow Uses ineffective or awkward transitions Uses paragraphs incorrectly 	<ul style="list-style-type: none"> Lacks point of view Lacks organizational structure Lacks transitions Lacks paragraphs
MAIN IDEA (THESIS) AND DETAILS	<ul style="list-style-type: none"> Clearly presents main idea Supports main idea with many relevant facts, details, and examples 	<ul style="list-style-type: none"> Presents identifiable main idea Supports main idea with mostly relevant facts, details, and examples 	<ul style="list-style-type: none"> Suggests main idea Uses limited facts, details, and examples 	<ul style="list-style-type: none"> Lacks main idea Uses irrelevant facts, details, and examples
SENTENCE STRUCTURE	<ul style="list-style-type: none"> Uses variety of sentence types effectively Uses more complex sentences Includes no fragments or run-on sentences 	<ul style="list-style-type: none"> Uses some variety of sentence types Uses some complex sentences Includes few fragments or run-on sentences 	<ul style="list-style-type: none"> Uses simple sentences Includes some fragments or run-on that may interfere with the reader’s understanding 	<ul style="list-style-type: none"> Uses no sentence variety Uses numerous fragments or run-ons that interfere with the reader’s understanding
VOCABULARY	<ul style="list-style-type: none"> Uses specific, precise, powerful vocabulary Includes figurative/sensory language 	<ul style="list-style-type: none"> Uses accurate vocabulary Includes some figurative/sensory language 	<ul style="list-style-type: none"> Uses limited vocabulary Includes some inaccuracies 	<ul style="list-style-type: none"> Uses weak vocabulary Includes words inaccurately used
CONVENTIONS (Grammar, Punctuation, Capitalization, Spelling)	<ul style="list-style-type: none"> Contains few, if any, errors 	<ul style="list-style-type: none"> Contains some errors 	<ul style="list-style-type: none"> Contains several errors that may interfere with the reader’s understanding 	<ul style="list-style-type: none"> Contains serious errors that interfere with the reader’s understanding
RESPONSE TO LITERATURE	<ul style="list-style-type: none"> develops interpretations that demonstrates a thoughtful, comprehensive grasp of the text organizes accurate and coherent interpretations around clear ideas, premises, or images from literary work provides specific textual examples and details to support the interpretations 	<ul style="list-style-type: none"> develops interpretations that demonstrates a comprehensive grasp of the text organizes accurate and reasonably coherent interpretations around clear ideas, premises from the literary work provides textual examples and details to support the interpretations 	<ul style="list-style-type: none"> develops interpretations that demonstrates a limited grasp of the text organizes accurate and reasonably coherent interpretations around clear ideas, premises, or images from literary work provides few textual examples and details to support the interpretations 	<ul style="list-style-type: none"> Demonstrates little grasp of the text Lacks an interpretation or may be simple retelling the passage Lacks textual examples and details

LIVERMORE VALLEY JOINT UNIFIED SCHOOL DISTRICT FOUR POINT WRITING RUBRIC GRADE LEVEL 6-8 PERSUASIVE

	4 Strong	3 Proficient	2 Limited	1 Minimal
TOPIC/WRITING TASK	<ul style="list-style-type: none"> • Extensively addresses all parts of the writing task • Remains on topic • Fully-developed • Shows careful, creative thinking with “voice” 	<ul style="list-style-type: none"> • Adequately addresses all parts of the writing task • Remains generally on topic • Shows adequate development • Shows adequate thinking 	<ul style="list-style-type: none"> • Addresses only part of the writing task • Wanders from topic • Ideas and thoughts not fully developed 	<ul style="list-style-type: none"> • Addresses only one part of the writing task • Off task • Confused or not developed • Did not follow directions
WRITER'S PURPOSE	<ul style="list-style-type: none"> • Shows very clear understanding of purpose • Engages target audience 	<ul style="list-style-type: none"> • Shows generally clear understanding of purpose • Addresses target audience 	<ul style="list-style-type: none"> • Shows little understanding of purpose • Shows little understanding of audience 	<ul style="list-style-type: none"> • Shows no understanding of purpose • Does not address audience
ORGANIZATION	<ul style="list-style-type: none"> • Maintains consistent point of view • Maintains consistent organizational structure (logical progression from beginning through middle to end) • Uses transitions effectively • Uses paragraphs correctly 	<ul style="list-style-type: none"> • Maintains mostly consistent point of view • Ideas are generally well organized from beginning through middle to end • Uses some transitions • Uses generally correct paragraphs 	<ul style="list-style-type: none"> • Shows inconsistent point of view • Disorganized, does not flow • Uses ineffective or awkward transitions • Uses paragraphs incorrectly 	<ul style="list-style-type: none"> • Lacks point of view • Lacks organizational structure • Lacks transitions • Lacks paragraphs
MAIN IDEA (THESIS) AND DETAILS	<ul style="list-style-type: none"> • Clearly presents main idea • Supports main idea with many relevant facts, details, and examples 	<ul style="list-style-type: none"> • Presents identifiable main idea • Supports main idea with mostly relevant facts, details, and examples 	<ul style="list-style-type: none"> • Suggests main idea • Uses limited facts, details, and examples 	<ul style="list-style-type: none"> • Lacks main idea • Uses irrelevant facts, details, and examples
SENTENCE STRUCTURE	<ul style="list-style-type: none"> • Uses variety of sentence types effectively • Uses more complex sentences • Includes no fragments or run-on sentences 	<ul style="list-style-type: none"> • Uses some variety of sentence types • Uses some complex sentences • Includes few fragments or run-on sentences 	<ul style="list-style-type: none"> • Uses simple sentences • Includes some fragments or run-on that may interfere with the reader's understanding 	<ul style="list-style-type: none"> • Uses no sentence variety • Uses numerous fragments or run-ons that interfere with the reader's understanding
VOCABULARY	<ul style="list-style-type: none"> • Uses specific, precise, powerful vocabulary • Includes figurative/sensory language 	<ul style="list-style-type: none"> • Uses accurate vocabulary • Includes some figurative/sensory language 	<ul style="list-style-type: none"> • Uses limited vocabulary • Includes some inaccuracies 	<ul style="list-style-type: none"> • Uses weak vocabulary • Includes words inaccurately used
CONVENTIONS (Grammar, Punctuation, Capitalization, Spelling)	<ul style="list-style-type: none"> • Contains few, if any, errors 	<ul style="list-style-type: none"> • Contains some errors 	<ul style="list-style-type: none"> • Contains several errors that may interfere with the reader's understanding 	<ul style="list-style-type: none"> • Contains serious errors that interfere with the reader's understanding
PERSUASION	<ul style="list-style-type: none"> • authoritatively defends a position with precise and relevant evidence and convincingly addresses the reader's concerns, biases and expectations 	<ul style="list-style-type: none"> • generally defends a position with relevant evidence and addresses the reader's concerns, biases and expectations 	<ul style="list-style-type: none"> • defends a position with little, if any, evidence and may address the reader's concerns, biases and expectations 	<ul style="list-style-type: none"> • fails to defend a position with any evidence and fails to address the reader's concerns, biases and expectations

LIVERMORE VALLEY JOINT UNIFIED SCHOOL DISTRICT FOUR POINT WRITING RUBRIC GRADE LEVEL 6-8 NARRATIVE

	4 Strong	3 Proficient	2 Limited	1 Minimal
TOPIC/WRITING TASK	<ul style="list-style-type: none"> Extensively addresses all parts of the writing task Remains on topic Fully-developed Shows careful, creative thinking with “voice” 	<ul style="list-style-type: none"> Adequately addresses all parts of the writing task Remains generally on topic Shows adequate development Shows adequate thinking 	<ul style="list-style-type: none"> Addresses only part of the writing task Wanders from topic Ideas and thoughts not fully developed 	<ul style="list-style-type: none"> Addresses only one part of the writing task Off task Confused or not developed Did not follow directions
WRITER'S PURPOSE	<ul style="list-style-type: none"> Shows very clear understanding of purpose Engages target audience 	<ul style="list-style-type: none"> Shows generally clear understanding of purpose Addresses target audience 	<ul style="list-style-type: none"> Shows little understanding of purpose Shows little understanding of audience 	<ul style="list-style-type: none"> Shows no understanding of purpose Does not address audience
ORGANIZATION	<ul style="list-style-type: none"> Maintains consistent point of view Maintains consistent organizational structure (logical progression from beginning through middle to end) Uses transitions effectively Uses paragraphs correctly 	<ul style="list-style-type: none"> Maintains mostly consistent point of view Ideas are generally well organized from beginning through middle to end Uses some transitions Uses generally correct paragraphs 	<ul style="list-style-type: none"> Shows inconsistent point of view Disorganized, does not flow Uses ineffective or awkward transitions Uses paragraphs incorrectly 	<ul style="list-style-type: none"> Lacks point of view Lacks organizational structure Lacks transitions Lacks paragraphs
MAIN IDEA (THESIS) AND DETAILS	<ul style="list-style-type: none"> Clearly presents main idea Supports main idea with many relevant facts, details, and examples 	<ul style="list-style-type: none"> Presents identifiable main idea Supports main idea with mostly relevant facts, details, and examples 	<ul style="list-style-type: none"> Suggests main idea Uses limited facts, details, and examples 	<ul style="list-style-type: none"> Lacks main idea Uses irrelevant facts, details, and examples
SENTENCE STRUCTURE	<ul style="list-style-type: none"> Uses variety of sentence types effectively Uses more complex sentences Includes no fragments or run-on sentences 	<ul style="list-style-type: none"> Uses some variety of sentence types Uses some complex sentences Includes few fragments or run-on sentences 	<ul style="list-style-type: none"> Uses simple sentences Includes some fragments or run-on that may interfere with the reader's understanding 	<ul style="list-style-type: none"> Uses no sentence variety Uses numerous fragments or run-ons that interfere with the reader's understanding
VOCABULARY	<ul style="list-style-type: none"> Uses specific, precise, powerful vocabulary Includes figurative/sensory language 	<ul style="list-style-type: none"> Uses accurate vocabulary Includes some figurative/sensory language 	<ul style="list-style-type: none"> Uses limited vocabulary Includes some inaccuracies 	<ul style="list-style-type: none"> Uses weak vocabulary Includes words inaccurately used
CONVENTIONS (Grammar, Punctuation, Capitalization, Spelling)	<ul style="list-style-type: none"> Contains few, if any, errors 	<ul style="list-style-type: none"> Contains some errors 	<ul style="list-style-type: none"> Contains several errors that may interfere with the reader's understanding 	<ul style="list-style-type: none"> Contains serious errors that interfere with the reader's understanding
FICTIONAL OR AUTOBIOGRAPHICAL NARRATIVE	<ul style="list-style-type: none"> provides a thoroughly developed plot line, including major and minor characters and definite setting includes appropriate strategies (e.g., dialogue; suspense; narrative action) 	<ul style="list-style-type: none"> provides a adequately developed plot line, including major and minor characters and definite setting includes appropriate strategies (e.g., dialogue; suspense; narrative action) 	<ul style="list-style-type: none"> provides a minimally developed plot line, including major and minor characters and definite setting attempts to use strategies but with minimal effectiveness (e.g., dialogue; suspense; narrative action) 	<ul style="list-style-type: none"> lacks a developed plot line fails to use strategies (e.g. dialogue; suspense; narrative action)

LIVERMORE VALLEY JOINT UNIFIED SCHOOL DISTRICT FOUR POINT WRITING RUBRIC GRADE LEVEL 6-8 SUMMARY

	4 Strong	3 Proficient	2 Limited	1 Minimal
TOPIC/WRITING TASK	<ul style="list-style-type: none"> Extensively addresses all parts of the writing task Remains on topic Fully-developed Shows careful, creative thinking with “voice” 	<ul style="list-style-type: none"> Adequately addresses all parts of the writing task Remains generally on topic Shows adequate development Shows adequate thinking 	<ul style="list-style-type: none"> Addresses only part of the writing task Wanders from topic Ideas and thoughts not fully developed 	<ul style="list-style-type: none"> Addresses only one part of the writing task Off task Confused or not developed Did not follow directions
WRITER'S PURPOSE	<ul style="list-style-type: none"> Shows very clear understanding of purpose Engages target audience 	<ul style="list-style-type: none"> Shows generally clear understanding of purpose Addresses target audience 	<ul style="list-style-type: none"> Shows little understanding of purpose Shows little understanding of audience 	<ul style="list-style-type: none"> Shows no understanding of purpose Does not address audience
ORGANIZATION	<ul style="list-style-type: none"> Maintains consistent point of view Maintains consistent organizational structure (logical progression from beginning through middle to end) Uses transitions effectively Uses paragraphs correctly 	<ul style="list-style-type: none"> Maintains mostly consistent point of view Ideas are generally well organized from beginning through middle to end Uses some transitions Uses generally correct paragraphs 	<ul style="list-style-type: none"> Shows inconsistent point of view Disorganized, does not flow Uses ineffective or awkward transitions Uses paragraphs incorrectly 	<ul style="list-style-type: none"> Lacks point of view Lacks organizational structure Lacks transitions Lacks paragraphs
MAIN IDEA (THESIS) AND DETAILS	<ul style="list-style-type: none"> Clearly presents main idea Supports main idea with many relevant facts, details, and examples 	<ul style="list-style-type: none"> Presents identifiable main idea Supports main idea with mostly relevant facts, details, and examples 	<ul style="list-style-type: none"> Suggests main idea Uses limited facts, details, and examples 	<ul style="list-style-type: none"> Lacks main idea Uses irrelevant facts, details, and examples
SENTENCE STRUCTURE	<ul style="list-style-type: none"> Uses variety of sentence types effectively Uses more complex sentences Includes no fragments or run-on sentences 	<ul style="list-style-type: none"> Uses some variety of sentence types Uses some complex sentences Includes few fragments or run-on sentences 	<ul style="list-style-type: none"> Uses simple sentences Includes some fragments or run-on that may interfere with the reader's understanding 	<ul style="list-style-type: none"> Uses no sentence variety Uses numerous fragments or run-ons that interfere with the reader's understanding
VOCABULARY	<ul style="list-style-type: none"> Uses specific, precise, powerful vocabulary Includes figurative/sensory language 	<ul style="list-style-type: none"> Uses accurate vocabulary Includes some figurative/sensory language 	<ul style="list-style-type: none"> Uses limited vocabulary Includes some inaccuracies 	<ul style="list-style-type: none"> Uses weak vocabulary Includes words inaccurately used
CONVENTIONS (Grammar, Punctuation, Capitalization, Spelling)	<ul style="list-style-type: none"> Contains few, if any, errors 	<ul style="list-style-type: none"> Contains some errors 	<ul style="list-style-type: none"> Contains several errors that may interfere with the reader's understanding 	<ul style="list-style-type: none"> Contains serious errors that interfere with the reader's understanding
SUMMARY	<ul style="list-style-type: none"> is characterized by paraphrasing of the main idea(s) and significant details 	<ul style="list-style-type: none"> is characterized by paraphrasing of the main idea(s) and significant details 	<ul style="list-style-type: none"> is characterized by substantial copying of key phrases and minimal paraphrasing 	<ul style="list-style-type: none"> is characterized by substantial copying of indiscriminately selected phrases or sentences

