

How is the faculty developing SRG for use in Academy coursework?



Pictured are English, Mathematics, Science and Social Studies teachers working with our GT consultant at recent professional development session.

Academy teachers from all disciplines collaborate, study, and discuss important policies and strategies for meeting the needs of all Academy learners and communicating clearly and consistently about student progress. Core subject courses at Academy are accelerated and compacted. Students in these courses have mastered many of the foundational skills in their earlier core course work. With this in mind, we start with the same state and national standards. Then the teachers work collaboratively to determine, specifically, what students should know and be able to do by the end of an accelerated course.

Acceleration & Compaction take many forms.

Student learning can be accelerated by:

- Mastering more content in the same amount of time.
- Mastering the same content in less time.
- Mastering the same content in the same amount of time but with more complexity of thought.
- Taking courses ‘out of level’ i.e.: taking high school courses in 8th grade or college classes in high school.

What is the timeline for SRG implementation at Academy?

2015-16	2016-17	2017-18	2018-19
7 th Grade English 8 th Grade English World Lit (9 th)	Adv. Amer. Lit Creative Writing AP Lang	AP Lit	
Geometry Algebra I	Algebra II Rad. Acc I	Pre Calc. Rad Acc. II AP Calc AB	AP Calc. BC AMPS I & 2 Linear Alg/ Diff Equatns
Conc. Physics SI Accel. Biology	Accel Chemistry Environ. Sci SI (8 th)	AP Physics I AP Biology AP Chemistry	AP Physics 2 AP Physics C AP Computer Science
Gov't (8 th grade) Current Issues	World Hist. P&P AP US History	AP European Hist AP Comp. Gov't AP Macroeconomics AP World History	
	Throwing (All courses)	AP Art History	
French I	Arabic I French II German I Italian I Japanese I	French III German II & III Arabic II Italian II & III Japanese II & III	French IV & V German IV Japanese IV

*This table is tentative and subject to change.
IB courses have not yet been included.*



English and World Language teachers discuss curriculum topics in SRG.



DES MOINES PUBLIC SCHOOLS

**STANDARDS
REFERENCED
GRADING**

Applying SRG to Accelerated Course Work



Leadership. Scholarship. Service.

Effective standards-referenced curriculum and differentiation can coexist.

Curriculum tells us *what* to teach; differentiation tells us *how* to teach it. Ongoing evaluation of our standards-referenced instructional approaches and the impact on gifted or academically challenged students whose abilities are outside the usual norms of achievement is essential to successful SRG implementation. Gifted students sometimes have perfectionistic tendencies. The support they need is not always academic—it’s emotional support.

“Differentiation can show us how to teach the same standard at varied levels of difficulty, with varying degrees of scaffolding, through multiple instructional groups, and with time variations.” –Carol Ann Tomlinson (2006)

Want to know more about DMPS’ Standards-Referenced Grading Policy?

Information about SRG in DMPS can be found in Questions & Answers pamphlet from the district.

You can also go online to learn more about:

- Research supporting SRG
- DMPS’ Guiding Practices for SRG
- Assessment and Feedback systems in SRG
- Translating SRG scores into grades
- GPA, College admission, & SRG transcripts
- Letters of support for SRG from Universities
- And much, much more!

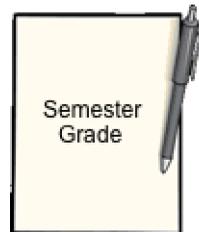
Go to
<http://grading.dmschools.org>

How can I tell how well my child is progressing if grades don’t get assigned until the end of the semester?

Scores in the SRG gradebook are progressive. They consider student growth over time so that early attempts at learning do not prohibit a student from getting a semester grade that reflects their actual mastery of the course standards by the end of the semester.

Topic scores are assigned when enough evidence is collected. If additional evidence is collected, the topic score can change.

Topic scores are averaged to determine the semester grade.



Averaged

The teacher’s judgment is based on the evidence students provide of their progress.

Teachers collaboratively score and discuss student work to ensure that the same work would receive the same score no matter which teacher actually scores the work.

Teachers look for trends in progress to determine the topic score for each student. Scores in the body of evidence ARE NOT averaged.

LA251A-71 Adv Lang, Lit, & Comp S1

	1	2
Academic Conduct (not included in grade)		
Acquiring and Using Vocabulary 1	4.00% 4.0	
Analyzing Character Connections 1	2.75% 2.5	
Analyzing Theme/Central Idea 1		
Rhetorical Analysis	3.00% 3.0	
Speaking and Listening 1		
Work Completion (not included in grade)		
Working with Adults (not included in grade)		
Working with Other Students (not included in grade)		
Writing Process 1		
Writing Product 1		
LA251A Comments		
Semester	3.25% A	

Term 1 Acquiring and Using Vocabulary 1 Detail					
1: TOPIC SCORE					
Name	Due Date	Assigned Date	Score	Turned In	Comments
Acquiring and Using Vocabulary 1 TOPIC SCORE	01/15/2016	08/26/2015	4		
2: BOE Acquiring and Using Vocabulary 1					
Name	Due Date	Assigned Date	Score	Turned In	Comments
#1 WWW	09/18/2015	09/17/2015	4		
#2 WWW Vocab	09/25/2015	09/24/2015	0		*Missing
#3 WWW Vocab	10/02/2015	10/01/2015	2.5		
#WWW 4 Vocabulary Quiz	10/09/2015	10/08/2015	4.0		

Timely homework completion is essential to progress and growth in an accelerated and compacted curriculum.

Missing assignments may mean too little evidence of growth over time to assign an accurate topic score.

Good academic and scholarly behaviors improve student growth. Time management skills are also important.

