

Advanced Learning at Madison Middle School



Mathematics

Madison Middle School offers five math course titles: Math 6, Math 7, Math 8, and Algebra 1. These course titles correspond to grade levels 6 through 9. At each grade level, students may take one of three course titles according to their eligibility. This allows students to be at their optimal level of challenge. Even in a skill-based system such as ours, we acknowledge that students come with a range of skills and strengths. All math classes are taught through the lens of differentiation and rigor. We use district-approved curriculum in addition to specific Common Core State Standards (CCSS) resources for each course title (CMP2, EngageNY, Discovering Algebra, and Discovering Geometry).

To the extent possible, barring schedule and class size issues, we place students in the appropriate course title with same-grade-level peers. We work to ensure that students are in classes with peers at most one grade level above or below their own.

Placement in these courses is determined by triangulating data from standardized tests (MSP, MAP), classroom grades, teacher recommendation and a Madison-created, grade-level, standards-based assessment when needed. A student identified as highly capable (HCC, formerly APP) or an advanced learner (Spectrum) is also expected to meet these criteria to be placed in an advanced math class.

Algebra I taken in middle school may entitle a student to complete the state high school requirements for high school math credits. Students progressing through high school level courses need to be aware of the impact that achievement and learning in these courses can have on high school coursework and grade point average.

Madison Middle School offers a wide range of support for students. Students not progressing in their math class will be offered support as appropriate. Students who do not progress in spite of support may be expected to repeat the coursework in the next school year or during the current school year when appropriate.

We are currently working with the SPS Office of Advanced Learning and K-12 Math Department on an updated flow chart that illustrates the possible advanced-placement options.

IMPORTANT NOTE: The information in this packet reflects our current practices at Madison Middle School. As the Seattle School District adopts the Common Core State Standards and develops new scope-and-sequence documents, there could be changes in the classes offered at each grade level.

Honors Language Arts (“Spectrum”) at Madison Middle School

Honors Language Arts serves students who have been identified as advanced learners through the school district’s testing process. This class is part of the district’s Spectrum program, which provides a rigorous curriculum that challenges students to apply complex thinking skills when working with core skills and concepts. The Language Arts curriculum is presented at an accelerated learning pace, focusing on grade level expectations that are one year above students’ assigned grade level in reading and at or above students’ assigned grade level in writing and communication. **On a space-available basis**, Honors Language Arts also includes advanced readers and writers who have been identified through evaluation of a student application, writing sample, teacher recommendation, and standardized test scores.

Profile of Advanced Learners in Language Arts:

- Enthusiastic attitude about reading and writing, and a strong desire to improve skills.
- Ability to read and analyze challenging texts.
- Persistence and curiosity when tackling new skills or concepts.
- Independence and internal motivation.
- Active involvement in small- and large-group activities.
- Outstanding effort on all assignments.

Eligibility and Placement

1. Students receive priority placement in Honors Language Arts if they have been designated as highly capable (HCC, formerly APP) or advanced learners (Spectrum) through the district’s advanced learning testing. Students currently enrolled in a 5th grade Spectrum class at one of Madison’s feeder schools will automatically be assigned to the Spectrum class at Madison. Please note that 5th grade Spectrum or HCC students currently enrolled in an Advanced Learning Opportunity school rather than a Spectrum classroom must submit a school choice form during the Open Enrollment period (Feb. 23 to Mar. 6, 2015) to request a 6th grade Spectrum assignment at Madison. If eligible students do not request a Spectrum assignment and choose to come to Madison, they will be placed in Honors Language Arts on a space-available basis.
2. Students who have not qualified for advanced learning through the district’s testing process may be placed in Honors Language Arts on a space-available basis. (*Interested families are strongly encouraged to follow the district’s process for advanced learning testing. High scores on the verbal tests are considered in cases where lower math scores prevent a student from qualifying for Spectrum Language Arts.*) Placements will be based on an essay students write in response to a prompt provided by Madison Middle School, a brief application, teacher recommendations, and test scores. Interested fifth graders and their parents should ask their teacher to submit a teacher recommendation by **Fri., May 15**. Teacher recommendation forms and student application forms (also due **Fri., May 15**) will be available from the office at your elementary school, Madison’s school office, or the Madison website by mid-March. Applicants will be notified the week prior to school starting, and a waiting list will be maintained, if necessary.

Differentiated Instruction in Language Arts

With a long history as an Advanced Learning Opportunity school, Madison is committed to differentiating instruction so that students in all classes receive an enriching education. Students seeking additional challenge and greater depth in Language Arts and Social Studies are encouraged to take advantage of Challenge offerings provided by their classroom teacher. Challenge assignments require the application of complex thinking skills to core skills and concepts, often pushing students to work beyond grade level expectations. For some assignments or units of study, the Challenge component involves a modification of or an addition to the “regular” assignment. Separate assignments, such as an advanced reading selection or a special presentation, are another type of Challenge work. Everybody is welcome to complete Challenge assignments as long as regular classroom work meets standards and all other work has been turned in. Challenge work is not just “extra credit.” Rather, it is intended to provide increased academic rigor for advanced learner

