



**Arlington  
Public  
Schools**

**Instruction**



# About Me

Mrs. Elizabeth Minihan

I have been teaching at the ACHS for 20 years. I teach English learners in English 9 and Science classes.

I have two daughters who are both in college. My husband and I live in Northern Virginia.





## APS Seeks Input to help develop the 2024-30 Strategic Plan Upcoming Engagement Opportunities

### QUESTIONNAIRE- Complete by October 6

#### APS Staff & APS Parents/Guardians

- Received an individual, one-time use link to the questionnaire via email. if you did not receive this email please contact [engage@apsva.us](mailto:engage@apsva.us).

**Community Members :** <https://survey.k12insight.com/r/MPp02v>

**APS Students :** <https://survey.k12insight.com/r/K4MSnt>

- Students can also access the questionnaire link through Canvas.

### COMMUNITY FORUMS - Open to all students, staff, families, and community members.

**September 26:** Washington-Liberty High School | 6:30 - 8:30 p.m.

**September 27:** Wakefield High School | 6:30 - 8:30 p.m.

- **Note:** This session will be held in Spanish with interpretation available in English

**October 3:** Yorktown High School | 6:30 - 8:30 p.m.



**Questions? Write to:**  
[engage@apsva.us](mailto:engage@apsva.us)

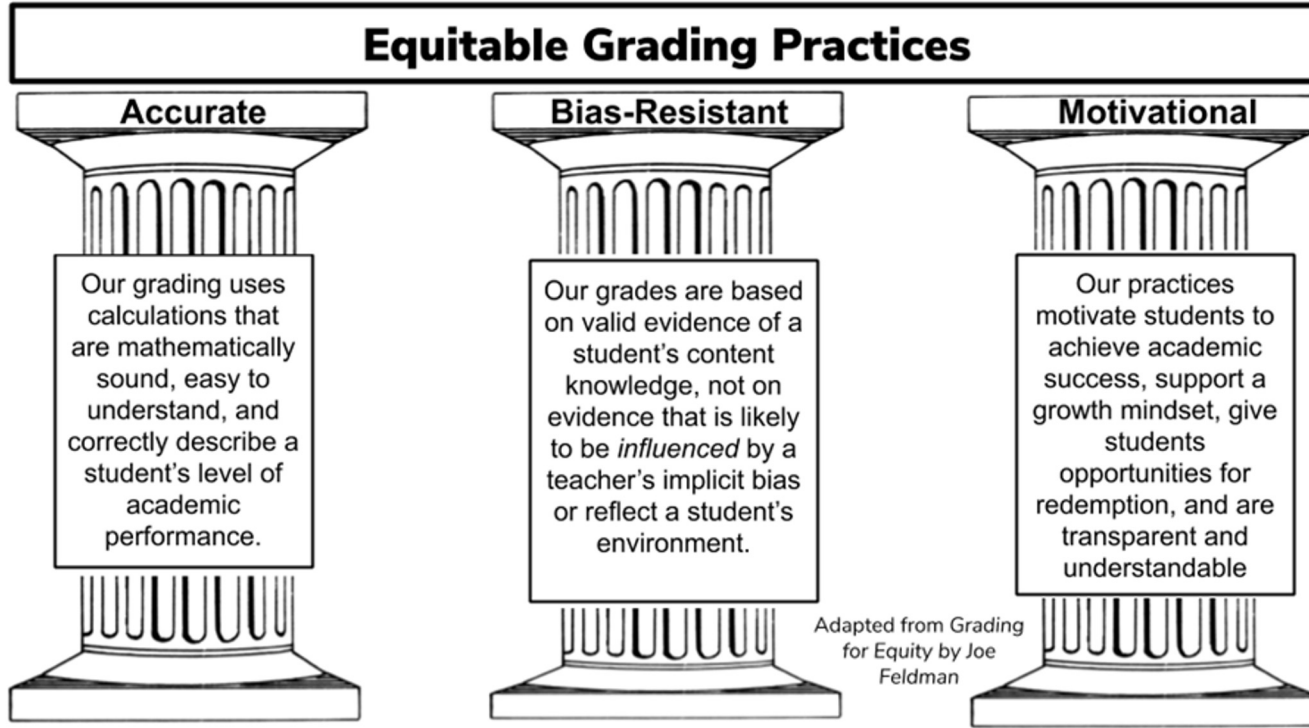
### To Stay Up to Date:

- APS Communication Channels (Parent Square, Friday Five, Supt. Message, Facebook, etc.)
- Visit the Development of the 2024-2030 Strategic Plan Engage Page: <https://www.apsva.us/engage/development-of-the-2024-30-strategic-plan/>

# APS Secondary Grading Policy & Implementation Updates

- The Arlington Public School Board adopted revisions to School Board Policy I-7.2.3.34 in June 2022
  - [Policy I-7.2.3.34 Reporting Student Progress and Grades](#)
- Superintendent Durán adopted Policy Implementation Procedures for Policy I-7.2.3.34 in June 2023
  - [Policy Implementation Procedures I-7.2.3.34 PIP-2 Reporting Student Progress and Grades \(Secondary\)](#)

# Equitable Grading Practices



# Updates to Grading Practices

Updated policy implementation procedures included the four following main changes to grading practices at the secondary level:

- Revised grade calculation procedures to minimize the impact of formative assessments
- Revised late work penalty procedures
- Addition of a retake/revision opportunity for all students
- Updated grade descriptors for A-E



# ACHS Grading Policy

- ACHS uses competency based grading.

*“The most important characteristic of competency-based education is that it measures learning rather than time. Students progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes.”*

Dr. Robert Mendenhall, President, Western Governor’s University

# ACHS Grading Policy

- Each course has its own set of competencies linked to Virginia Standards of Learning.
- Progress towards course competencies will be indicated as follows: *insufficient evidence*, *developing*, *proficient*, and *highly proficient*.
- As the term progresses, students' mastery of the competencies progresses.
- By the end of the semester, students with no more than one competency with "insufficient evidence" or "developing" will receive credit for the course and a final letter grade.



# ELD Science - 1st Period Overview

- This class teaches the vocabulary and language that students need to learn about scientific concepts and prepare to enter mainstream science classes. Following are the course competencies.

1. I can make reasonable estimates, and use the appropriate tools to measure distance, mass, volume, and temperature.
2. I can design and conduct an investigation.
3. I can identify and label the cell structures of plants and animals.
4. I can compare and contrast vertebrates and invertebrates, and explain how they survive.
5. I can explain how organisms within an ecosystem are dependent on one another and on non-living components of their environment.
6. I can diagram the water cycle and explain how water is key to agriculture, power generation, and public health.
7. I can describe the properties of a watershed, identify human interaction within a watershed, and recommend conservation measures.

**Resources: A computer and Internet access. Resources will be available through Canvas.**

# English 9 - 2nd Period Overview

- This class is for English speaking, listening, writing and vocabulary instruction. To pass this course and move to English 10, students must meet the following competencies.

## Speaking/Listening

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### Reading

9.1 I can create a multimedia presentation.  
vocabulary.

9.2 I can examine, analyze and produce  
comprehend, and analyze  
multimedia messages.  
fiction texts.

9.5 I can read and evaluate nonfiction texts

9.3 I can learn new

9.4 I can read,

## Writing

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### Research

9.6 I can write a persuasive paragraph.  
create a research project.

9.7 I can edit my writing

9.8 I can

# English 9 - 3rd Period Overview

- This class is for English speaking, listening, writing and vocabulary instruction. To pass this course and move to English 10, students must meet the following competencies.

## Speaking/Listening

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### Reading

9.1 I can create a multimedia presentation.  
vocabulary.

9.3 I can learn new

9.2 I can examine, analyze and produce  
comprehend, and analyze  
multimedia messages.  
fiction texts.

9.4 I can read,

9.5 I can read and evaluate nonfiction texts

## Writing

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### Research

9.6 I can write a persuasive paragraph.  
create a research project.

9.8 I can

9.7 I can edit my writing

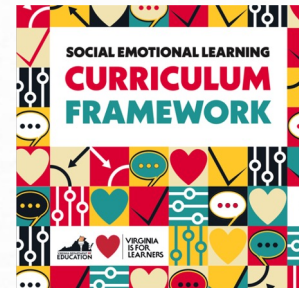
# Updates to Interim Progress Reports

The policy implementation procedures indicate that interim progress reports (IPRs) will no longer be generated by teachers at the midpoint of each quarter.

- Weekly automated message with grade summaries will be sent to parents/guardians starting in early September.
- This message will remind parents/guardians that detailed information on student progress can be found in ParentVue .

# Social Emotional Learning

- APS has set three **SEL priorities**:
  - Provide ongoing learning for all staff in SEL competencies and curricular resources
  - Provide students ongoing opportunities to learn and practice SEL
  - Prioritize regular, individualized outreach to students, families, and staff to continuously improve our support systems
- Aligned to 5 SEL competencies and curriculum frameworks outlined by VDOE
- ACHS will be utilizing Second Step as the SEL curricular resource
- [SEL 3 Signature Practices](#)
- SEL Survey (grades 3-12) in the fall and spring





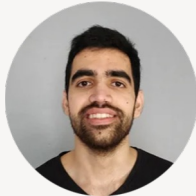
**PAPER for  
Grades 9-12**



# What is Paper?

- Educational Support System provided by school district
- FREE for all students in grades 6-12
- 24/7 unlimited live chat tutoring
- Unlimited review of written work, including college applications & essays
- Available in English, Spanish, French, Mandarin

# Paper Tutors



- Real human tutors **support your students**
- Paper tutors guide students through the learning process rather than giving away answers.
- Encourage students to become self-advocates and reach out for help whenever they need it.

# How can Paper support your students?

Supporting college and career readiness

- Support after sports practice, work, and other after-school activities
- Encourages persevering through challenging concepts
- College essays, resumes, and post-secondary planning
- Promotes self-directed learning
- AP and IB test practice
- PSAT, SAT, and ACT prep
- Credit recovery



**Learn** more about the Paper platform & tutors

**Explore** your student's dashboard & sign up for a free webinar

**Get started** by building Paper into your student's homework routine



# Contact Information

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