

Colorado Graduation Guidelines Promising Practice

District	Denver Public Schools
School	Denver School of Science and Technology – Stapleton High School
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Title of artifact	Senior Project Grader Information – DSST
Type of practice	Implementation tools

Brief description of artifact

This document answers frequently asked questions about the responsibilities and procedures of a Senior Project grader. Meeting and due dates are listed, accompanied by the meeting purpose and notes.

Types of practices in the CDE Graduation Guidelines Promising Practices collection:

1. Communications, such as announcements to school community and business community
2. Implementation process plans, such as strategic plans and timelines
3. Implementation tools connected to local graduation requirements, for instance:
 - o Testing implementation (ACT, AP, ASVAB, CMAS, IB, PARCC, SAT), such as classes and retreats, administration procedures and agreements
 - o Capstone implementation, such as instructions and samples
 - o Concurrent Enrollment implementation, such as classes and agreements
 - o Career/academic assessment implementation (e.g., ACCUPLACER, COMPASS, Work Keys), such as administration procedures and agreements
 - o Industry Certificates implementation, such as samples
4. Local graduation requirements aligned with state guidelines, such as board policies
5. Regarding students with exceptionalities
6. Other: _____



◆ **DSST Grader Information**

What (and who) is a DSST grader?

A DSST grader is a teacher or staff member who serves as an extra support person for a senior during his/her senior project.

What will I need to do or know in order to be a DSST grader?

You just need to have an interest in the student and/or the senior project topic!

Do I need to choose a student who is studying a topic related to the subject I teach?

No.

What is the time commitment for a DSST grader?

You will need to meet twice with your student for about 30 minutes each time. You will also need to grade their final product, which should also take about 30 minutes. I will also request a quick survey following each meeting so I can know how to best follow up with the student. Beyond these required commitments, you may choose to check in with the student more regularly.

How does my involvement help the student with his/her project?

- The more feedback they get, the better their project will be.
- You have in-depth knowledge of academic rigor expectations at DSST; you can help ensure the student is meeting these standards.
- You can share your enthusiasm for their topic and help students see that learning can be FUN!

What is the student's responsibility as far as the DSST grader process is concerned?

- The student should be the one to schedule the meetings with you—you will not have to initiate contact.
- The student should let you know ahead of time if they need to reschedule a meeting.
- The student should take notes during meetings and will complete a homework assignment after each meeting to help them analyze and convey to me the information discussed.
- The student should email you their final product (or make other arrangements to get it to you) to be graded at the end of the year.

I don't want to feel responsible for my student passing or failing senior project. That seems like a lot of pressure.

Each student has two primary adults helping with the projects. As the Senior Project Coordinator, I am the primary person responsible for their projects. The other person is their mentor. The students will receive a lot of guidance from the mentor and me, and will be given a lot of support to be successful. Your role is to provide one more layer of support.

I have more questions that aren't addressed here. What should I do?

You can ask me, of course. You can also talk to some teachers who served as DSST graders last year, including Jeff Desserich, Peter Barclay, Jeff Thomson, Jim Bright, Rudi Armstrong, or Jim Stephens.

Meeting	Due Date	Purpose	Notes
1	February 3, 2011	Review the student's project proposal. (Students will have completed a rough draft, received comments on it, and made revisions before meeting with you. They will turn in their final draft on February 4.)	You may want to discuss the following with the student: <ul style="list-style-type: none"> Based on what you know about the DSST curriculum and this student, is this project going to be academically rigorous? Will the student be learning new skills and concepts they haven't already learned in class, or building on current knowledge in a new way? Based on your expertise, are the learning goals accurate and complete? Did the student set realistic due dates? Time management, as you may expect, can be the largest obstacle for students when completing these projects. Knowing that, are there any recommendations you have for the student? Do you have any additional resources for the student? Or any suggestions to deepen the project, make it more authentic, or generally improve it?
2	March 25, 2011	Review the work the student has completed towards his/her rough draft. (Students will turn in their rough draft for a grade on April 4.)	Each student has an individualized rubric for their rough draft. You can use this as a guide to review the rough draft.
3	April 29, 2011	Review and GRADE the final product.	I will provide you with a rubric for grading. I need your completed rubric back by April 29 th . I will also be grading their final product, as will their mentor. Your grade, my grade, and their mentor's grade will be used to calculate a student's final product score.