



STUDENT READINESS TO ACCELERATE QUESTIONS

Sometimes it can be difficult for parents to determine if acceleration is the right decision for students. When considering a faster-paced, compacted pathway, one should also be mindful of the student's social and emotional readiness and consider discussing these questions.

- ✓ Does my student have a natural affinity for math? Or, does my student have to work hard to understand math?
- ✓ Does my student really want to accelerate? What are my student's reasons?
- ✓ Does my student take ownership for his/her learning? Does my student do homework without teacher or parent prompting?
- ✓ Does my student turn work in on time without reminders?
- ✓ Does my student have good time management skills?
- ✓ Is my student organized?
- ✓ Does my student use effective coping skills when frustrated or stressed?
- ✓ Does my student consistently score well on assignments and assessments without retakes or extraordinary effort?
- ✓ Is my student able to complete math homework and prepare for tests with minimal help outside of school?
- ✓ Does my student thrive in a fast-paced environment? Or, does my student thrive when there is more time to absorb and process information?
- ✓ Would we prefer our student experience a deeper foundation in middle school math concepts?
- ✓ Does my student have excellent attendance?
- ✓ Is my student and our family willing to spend extra time on math homework and reviewing math concepts outside of school time?
- ✓ How is my student performing in other subject areas? Can my student thrive in other subjects if more time/demands are required in math?
- ✓ What additional demands for time might my student face that could impact a decision to accelerate (family, time with friends, sports, community involvement, etc.)?
- ✓ Can my student balance school work and extra-curricular activities while caring for physical and emotional health?
- ✓ If my student is struggling and the teacher recommends a different course option, would we be open and flexible to moving to a different course better suited for my student?

Middle school is an important time of transition -- new school, new friends, physical and emotional changes and increased opportunities to participate in the school community. A strong foundation in math along with balance in other academic, social and emotional areas is essential to student well-being.

We hope these questions provide guidance and help focus on the best placement for your student at this point in time. Please note there may be other possible opportunities for acceleration in high school, too.



STUDENT READINESS TO ACCELERATE QUESTIONS 学生是否准备好加速的问题

有时候，家长可能很难确定加速对学生是否是正确的决定。在考虑快节奏、紧凑的路径时，家长还应该注意学生的社交和情感准备程度，并考虑讨论这些问题。

- ✓ 我的学生对数学有天生的喜爱吗？或者，我的学生必须努力学习才能理解数学吗？
- ✓ 我的学生真的想加速吗？我学生的原因是什么？
- ✓ 我的学生对于学习是否认定是他/她自己的事而采取主动？我的学生不用老师或家长催促就会去做家庭作业吗？
- ✓ 我的学生不用提醒就会准时交作业吗？
- ✓ 我的学生有良好的时间管理技能吗？
- ✓ 我的学生是有条不紊的吗？
- ✓ 当我的学生感到沮丧或有压力时，他/她是否使用有效的应对技巧？
- ✓ 我的学生在作业和评估上是否不用重考或特别努力就能一直都保持好成绩？
- ✓ 我的学生能够以最少的校外协助完成数学作业以及准备考试吗？
- ✓ 我的学生能够在快节奏的环境中茁壮成长吗？或者，当有更多时间吸收和处理信息时，我的学生能够茁壮成长吗？
- ✓ 我们比较希望我们的学生在中学数学概念上体验较深入的基础吗？
- ✓ 我的学生出勤率很高吗？
- ✓ 我的学生和我们家人愿意在课余时间花额外时间做数学作业和复习数学概念吗？
- ✓ 我的学生在其它学科领域表现如何？如果数学需要更多时间/需求，我的学生能够在其它科目茁壮成长吗？
- ✓ 我的学生可能面临什么额外的时间需求，而这时间需求会影响加速的决定(家人、跟朋友一起的时间、运动、社区参与等等)？
- ✓ 我的学生在照顾身体和情感健康的同时，能够兼顾学业和课外活动的平衡吗？
- ✓ 如果我的学生在挣扎，并且老师建议一个不同的课程选项，我们会保持开放和弹性，转到一个比较适合我学生的课程吗？

中学是一个重要的转变时期 -- 新学校、新朋友、身体和情感情绪的变化、以及更多的参与学校社区的机会。扎实的数学基础，以及其它学术、社交、和情感领域的平衡，对于学生的福祉是非常必要的。

我们希望这些问题提供了引导，以及帮助您专注于在这个时间点上对您的学生而言最好的安排。请注意，在高中可能也还有其它可能的加速机会。