

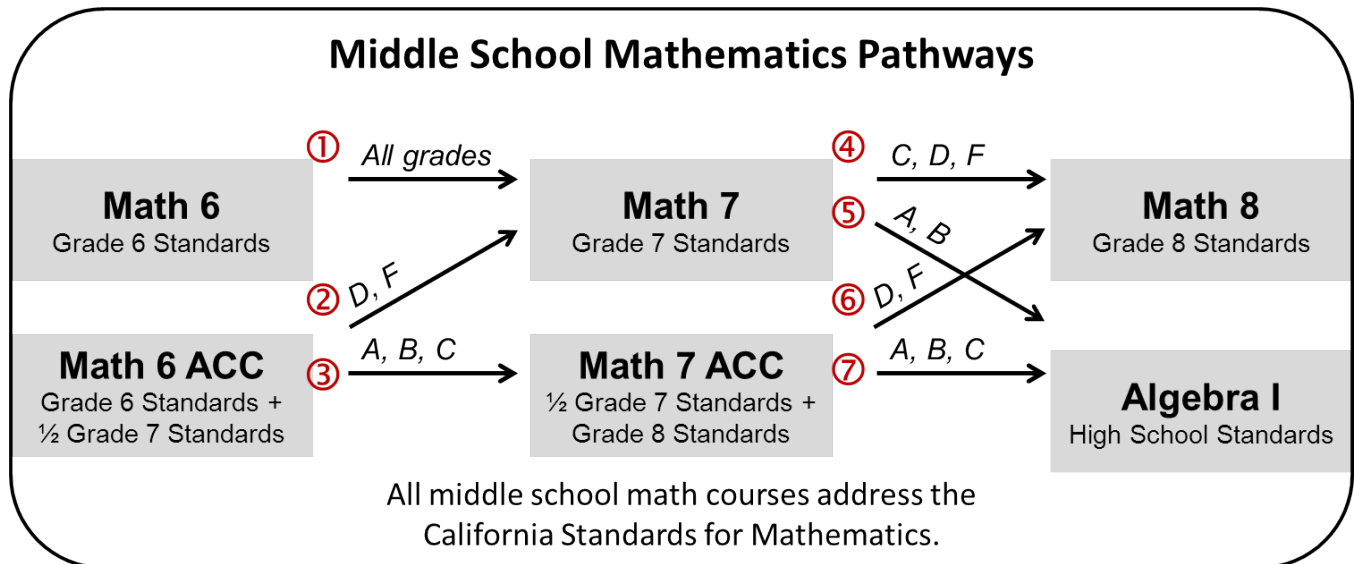


# Middle School Math Course Placement Recommendations Spring 2016

These guidelines serve as a **recommendation** for student placement in middle school math classes. Decisions regarding student placement require the consideration of various other factors including interim and summative assessments, classroom assessments, assignments, and grades.

When grades are used to determine course placement, the semester grade is used as a predictor for the final grade. After the final grades are issued, student placement should be re-examined, and the final grade should be used for course determination.

In the diagram below, the arrows indicate the achievement grades suggested for placement into each course. Each arrow is numbered and described below.



1. Students in Math 6 with any grade in the course should be placed into Math 7.

*Why shouldn't a high achieving student in Math 6 take Math 7 ACC the following year?*

The Math 6 course addresses all of the 6<sup>th</sup> grade California Standards.

The Math 6 Accelerated course addresses all of the 6<sup>th</sup> grade standards and about one-half of the 7<sup>th</sup> grade standards. The 7<sup>th</sup> grade standards addressed in Math 6 ACC are not taught in Math 7 Accelerated. A student cannot take Math 6 in the 6<sup>th</sup> grade and then Math 7 ACC in the 7<sup>th</sup> grade because the students would not learn the omitted 7<sup>th</sup> grade content.

2. Students in Math 6 ACC with a D or F should be placed into Math 7.
3. Students in Math 6 ACC with an A, B, or C should be placed into Math 7 ACC.

*Why should a student struggling in Math 6 ACC take Math 7 the following year?*

The accelerated course sequence of Math 6 ACC and Math 7 ACC compacts the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade standards into a two-year course sequence. In these fast-paced courses, students are required to master the content with fluency, depth of understanding, and the ability to apply the mathematics to never-before-seen problems. The non-accelerated sequence also

requires students to master the content with fluency, depth of understanding and problem solving skills, but provides more time for students to develop their understanding of each unit of study. The Math 7 course will prepare students for Math 8, a course which is as rigorous and demanding as the previous Algebra course taught in 8<sup>th</sup> grade in LBUSD.

4. Students in Math 7 with a C, D, or F should be placed into Math 8.
5. Students in Math 7 with an A or B should be placed into Algebra 1.

*Why are only “A” and “B” students from Math 7 recommended for Algebra 1?*

The Math 8 course is as rigorous and demanding as the previous Algebra course taught in 8<sup>th</sup> grade. The new Algebra 1 course addresses content previously taught in the second semester of Algebra and several higher level topics, such as exponential functions, arithmetic and geometric sequences, and piecewise functions. Students who have learned the 8<sup>th</sup> grade standards prior to entering Algebra 1 are likely to be more successful than students having learned only the 7<sup>th</sup> grade standards. However, according to the authors of the Common Core State Standards, “students who master the K-7 material will be able to take Algebra 1 in 8<sup>th</sup> grade” (<http://www.corestandards.org/about-the-standards/myths-vs-facts/>).

6. Students in Math 7 ACC with a D or F should be placed into Math 8.

*Why should a student struggling in Math 7 ACC take Math 8 the following year?*

The Math 8 course is as rigorous and demanding as the previous Algebra course taught in 8<sup>th</sup> grade and addresses much of the same content previously taught in Algebra. For example, in Math 8 students graph and solve linear equations and systems of linear equations and compare properties of functions represented algebraically, graphically, in tables or by verbal descriptions. The grade 8 standards will transition students effectively into a full Algebra 1 course.

7. Students in Math 7 ACC with an A, B or C should be placed into Algebra 1.

*How is the new Algebra 1 course more rigorous than the previous Algebra course?*

The new Algebra 1 course addresses content previously taught in the second semester of Algebra and several higher level topics, such as exponential functions, arithmetic and geometric sequences, and piecewise functions. The course is more rigorous and demanding than the previous Algebra course taught in the 8<sup>th</sup> grade. Students who successfully complete Math 7 Accelerated, which includes the linear equation and function work from the 8<sup>th</sup> grade standards, should be well prepared for this course.



# High School Grade 9 Math Course Placement Recommendations Spring 2016

*These guidelines serve as a **recommendation** for student placement in high school grade 9 math classes. Decisions regarding student placement require the consideration of various other factors including interim and summative assessments, classroom assessments, assignments, and grades.*

When grades are used to determine course placement, the semester grade is used as a predictor for the final grade. After the final grades are issued, student placement should be re-examined, and the final grade should be used for course determination.

Math Placement Recommendations for Incoming 9th graders in 2016-17					
FROM MATH 8					
Current Course(s)	Title	Academic GPA	Grade	SBAC or PSAT	Recommendation
2981,2982,2983	Math 8/SDAIE/PLS	≥2.1	Any	Any	Algebra 1
2981,2982,2983	Math 8/SDAIE/PLS	<2.1	A,B,C	Met SBAC or Met PSAT	Algebra 1
2981,2982,2983	Math 8/SDAIE/PLS	<2.1	A,B,C	Did not meet SBAC or PSAT or no data	Agile Mind Intensified Algebra or Algebra 1 with support (e.g., tutoring, differentiated instruction)
2981,2982,2983	Math 8/SDAIE/PLS	<2.1	D or F	Met SBAC or Met PSAT	Agile Mind Intensified Algebra or Algebra 1 with support (e.g., tutoring, differentiated instruction)
2981,2982,298	Math 8/SDAIE/PLS	<2.1	D or F	Did not meet SBAC or PSAT or no data	Agile Mind Intensified Algebra or Algebra 1 with support (e.g., tutoring, differentiated instruction)
FROM ALGEBRA					
2986, 2987, 2988	Algebra 1/SDAIE/PLS	≥3.0	A/B/C	Any	Accelerated Geometry
2986, 2987, 2988	Algebra 1/SDAIE/PLS	<3.0	A/B/C	Any	Geometry
2986, 2987, 2988	Algebra 1/SDAIE/PLS	≥3.0	D	Any	Geometry
2986, 2987, 2988	Algebra 1/SDAIE/PLS	2.5 to 3.0	D	Met SBAC or Met PSAT	Geometry
2986, 2987, 2988	Algebra 1/SDAIE/PLS	2.5 to 3.0	D	Did not meet SBAC or PSAT or no data	Algebra 1 Repeat
2986, 2987, 2988	Algebra 1/SDAIE/PLS	<2.5	D	Any	Algebra 1 Repeat
2986, 2987, 2988	Algebra 1/SDAIE/PLS	Any	F	Any	Algebra 1 Repeat

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