

# SCV35 Middle School Honors & Subject Acceleration Handbook

## **Honors / Acceleration for Middle School**

The goal for both honors and subject acceleration is to provide intellectually stimulating opportunities for students to excel and prepare them for more rigorous academic challenges in high school and beyond. Honors and acceleration pathways provide expanded learning opportunities for students who are ready for in-depth learning experiences that go beyond grade-level expectations.

### **Definitions**

- Honors: Courses designed around grade-level standards with higher academic expectations compared to on-level classes. Honors level classes involve more challenging assignments, deeper exploration of topics, and a faster pace of instruction.
- Subject Acceleration: Advancing students beyond their current grade level or coursework in a particular subject. This is an option for 8th grade students who are ready for a challenge and wish to earn early high school credit.

**The following honors courses are offered to students in middle school:**

### **6th & 7th Grade Honors Math**

Honors math courses are based on grade-level standards and involve deeper exploration topics, a faster pace of instruction, and help prepare students to be on track to take Algebra 1 in 8th grade. Readiness for honors math is determined based on interim assessments (NWEA MAP), state summative assessments (AASA), standard proficiency levels from courses, and teacher recommendations.

### **6th & 7th Grade Honors English Language Arts (ELA)**

Honors ELA courses are based on grade-level standards and involve deeper exploration topics, a faster pace of instruction, and help prepare students to be on track to take English 1 in 8th grade. Readiness for honors ELA is determined based on interim assessments (NWEA MAP), state summative assessments (AASA), standard proficiency levels from courses, and teacher recommendations.

**The following subject acceleration courses are offered to students in middle school:**

### **English 1**

Students ready for English 1 will have the opportunity to take this course for high school credit while in middle school. Readiness will be determined based on interim assessments (NWEA MAP), state summative assessments (AASA), standard proficiency levels from courses, and teacher recommendations. The curriculum used for this course is HMH Into Literature, which is the District adopted ELA resource for English 1.

### **Algebra 1**

Students ready for Algebra 1 will have the opportunity to take this course for high school credit while in middle school. Readiness will be determined based on interim assessments (NWEA MAP), state summative assessments (AASA), standard proficiency levels from courses, and teacher recommendations. The curriculum used for this course is Savvas enVision, which is the District adopted math resource for Algebra 1. Note: SCV35 will have a new adopted resource for secondary math starting in SY25-26.

## World Language

Eighth grade students have the opportunity to earn their high school World Language credits while in middle school by taking a high school World Language course as their elective. Options include Spanish 1 and/or 2, French, German, and Chinese. These courses are hosted on the digital platform Edgenuity. Students work at their own pace, with the guidance of a teacher and/or paraprofessional who ensures they are making progress in the course.

### Timeline & Procedures for Honors & Acceleration Courses

The following timeline and procedures table is intended for internal SCV35 use.

Task	Timeframe	Person Responsible
Honors and Acceleration explanation: Students in 5th-7th grade learn about the honors and acceleration options.	Early-to-Mid April	Middle School Counselors
Students interested in enrolling in honors or acceleration courses complete the top portion of the course indicator form and submit it to their teacher.	May 1st	Student turns in form to teacher
Teachers share the list of students who have submitted an indicator form with their Instructional Coach so that the Instructional Coach can plan the Spring MAP testing session. If the Instructional Coach has the indicator forms for MAP planning purposes, the coach will need to return the forms promptly so that the teacher can complete their required steps on the indicator form.	May 2nd-May 9th	Teacher & Instructional Coach
<i>Suggested revision for SY25-26:</i> The school site should decide if the instructional coach or classroom teachers will administer the Spring MAP tests, depending on how many students are interested in honors/acceleration courses. <i>Question for SY25-26:</i> If students are in good standing for their honors course and their winter MAP tests show that they are on track for AASA proficiency, should they still need to complete all of the Spring MAP tests?	During the Spring MAP window	Instructional coach, principal, and possibly teachers.
Teachers complete #s 1 & 2 on the indicator form and turn into their Instructional Coach	Last Day of School	Teacher
Elementary instructional coaches only: Complete indicator #3 (MAP score) and then transfer forms to middle school Instructional Coach	ASAP after last day of school	Elementary Instructional Coach
Middle School Instructional Coach & counselor complete remaining indicators on the indicator form by	Before June 1st	Instructional Coach &

using the Spring MAP and AASA data. Tally total points for each student.		Counselor
Determine final list for all honors and acceleration courses (via spreadsheet).	Before June 15th (or last day of contract)	Instructional Coach & Counselor
Send email or message (Thrillshare) to families of students who will be enrolled in the honors and acceleration courses	Before June 15th (or last day of contract)	Instructional Coach & Counselor
Ensure proper placement in classes and accurate schedules for students	Before 1st day of school	Counselors
Share expectations for honors and acceleration courses with students and families	Before 1st day of school (orientation possible time for this)	Principal & Counselors
Determine if there are students struggling to make progress in their honors or acceleration courses. Conference with the student and inform families via phone call or conference in order to determine a plan for progress. This applies to any students with course proficiency levels below a 2.5 at Learning Check 1.	Learning Check 1	Teacher
Implement and monitor any plans for progress between Learning Check 1 and Learning Check 2.	Learning Check 1-Learning Check 2	Teacher
Acceleration courses: For any students still struggling at Learning Check 2, defined as any students below a course proficiency level of 2.0, the teacher will inform the student, family, and counselor. Students in an acceleration course for high school credit will be placed in an on-level course so that the student's GPA is not negatively impacted. Note: Any student who remains in the acceleration courses after Learning Check 2 will remain in the course for the rest of the school year.	Learning Check 2	Teacher and Counselor
Honors Courses: For any students still struggling at the close of semester one, defined as any students below a course proficiency level of 2.0, the teacher will inform the student, family, and counselor. The student will be placed in an on-level (6th or 7th grade) ELA or math course.	End of first semester	Teacher and Counselor
Middle School Counselors work with the high school registrar to check on how former students in the acceleration courses are doing in high school, via transcripts. This is intended to determine the success of acceleration.	End of first and second semester	Counselors

## **Monitoring Student Success in the Honors & Acceleration Courses**

**Honors Courses (6th and 7th grade):** Student learning progress in honors courses will be monitored throughout the year and formally at every learning check and report card period. Students with course proficiency levels below (2.5) at Learning Check one will engage in a conference with their teacher to determine a plan for learning progress. The teacher will also contact the parent or guardian. Students who do not maintain course proficiency level above a (2.0) by the semester one report card will be placed in a non-honors grade-level course.

**Acceleration Courses (high school courses taken in middle school):** Student progress in acceleration courses will be monitored throughout the year and formally at every learning check and report card period. Students with course proficiency levels below (2.5) at Learning Check one will engage in a conference with their teacher to determine a plan for learning progress. The teacher will also contact the parent or guardian. Students who do not maintain course proficiency level above a (2.0) by Learning Check two will be placed in on-level math. This placement will happen in order to not negatively impact the student's GPA in high school. In this case, the student will take Algebra 1 and/or ELA 1 in 9th grade. Students who remain in the course after Learning Check two will remain for the school year.

### **Appeals Process**

The site will email the families of students who will be placed in honors and/or acceleration courses by June 15th of each year. Any student or family wishing to appeal this process because they were not placed into the honors or acceleration course should contact their school principal.

***See the following pages for each course's Placement Request Form.***

## Placement Request Form for 6th Grade Honors ELA

**Directions:** Students, complete the top portion of this form if you are interested and ready for honors ELA in middle school. Students will be informed in July if they are placed into honors ELA.

Student Name: \_\_\_\_\_

Perm ID: \_\_\_\_\_ SSID: \_\_\_\_\_

Attending School for Grades 6-8 (circle):      Calabasas      Coaticumundi

Parent/Guardian Name: \_\_\_\_\_ Signature: \_\_\_\_\_

**After completing the top portion of this form, turn it into your math teacher by May 1st.**

### 6th Grade Honors ELA Readiness Indicators

1. 5th grade ELA course proficiency (check one per semester)
  - ☐ Semester 1: Most (over 80%) of ELA standard proficiency levels are level 3 & 4, with no 1s and no NEs (1)
  - ☐ Semester 1: All ELA standard proficiency levels are level 3 & 4 (2)
  - ☐ Semester 2: Most (over 80%) of ELA standard proficiency levels are level 3 & 4, with no 1s and no NEs (1)
  - ☐ Semester 2: All ELA standard proficiency levels are level 3 & 4 (2)
2. ELA teacher recommendation: **Yes / No** \_\_\_\_\_ (1 pt)  
(signature)
3. NWEA MAP Growth Assessment
  - ☐ 5th grade Spring NWEA MAP ELA RIT Score is On Track for AASA- ready (1)
4. 5th grade ELA proficiency on AASA
  - ☐ Performance level 3 on 5th grade AASA ELA- likely ready (1)
  - ☐ Performance level 4 on 5th grade AASA ELA- ready (2)

**Readiness Indicator Points:** \_\_\_\_\_ (Tally up all points indicated in parentheses)

#### Placement:

- ☐ 0-3: The student will most likely struggle in Honors ELA. **No placement.**
- ☐ 4-6: The student is likely ready for Honors ELA and will need some support or scaffolding.  
**Recommendation:** Contact student and family to discuss course expectations. Review student standard proficiency scores.
- ☐ 7-8: The student is ready for Honors ELA, but may need limited support or scaffolding.  
**Place into Honors ELA.**

Counselor Notes:

## Placement Request Form for 6th Grade Honors Math

**Directions:** Students, complete the top portion of this form if you are interested and ready for honors math in middle school. Students will be informed in July if they are placed into honors math.

Student Name: \_\_\_\_\_

Perm ID: \_\_\_\_\_ SSID: \_\_\_\_\_

Attending School for Grades 6-8 (circle):    Calabasas    Coaticumundi

Parent/Guardian Name: \_\_\_\_\_ Signature: \_\_\_\_\_

**After completing the top portion of this form, turn it into your math teacher by **May 1st.****

### 6th Grade Honors Math Readiness Indicators

1. Teacher Complete: 5th grade math course proficiency (check one per semester)
  - ☐ Semester 1: Most (over 80%) of math standard proficiency levels are level 3 & 4, with no 1s and no NEs (1)
  - ☐ Semester 1: All math standard proficiency levels are level 3 & 4 (2)
  - ☐ Semester 2: Most (over 80%) of math standard proficiency levels are level 3 & 4, with no 1s and no NEs (1)
  - ☐ Semester 2: All math standard proficiency levels are level 3 & 4 (2)
2. Math teacher recommendation: **Yes / No** \_\_\_\_\_ (1 pt)  
(signature)
3. NWEA MAP Growth Assessment
  - ☐ 5th grade Spring NWEA MAP Math RIT Score is On Track for AASA- ready (1)
4. 5th grade math proficiency on AASA
  - ☐ Performance level 3 on 5th grade AASA math- likely ready (1)
  - ☐ Performance level 4 on 5th grade AASA math- ready (2)

**Readiness Indicator Points:** \_\_\_\_\_ (Tally up all points indicated in parentheses)

#### Placement:

- ☐ 0-3: The student will most likely struggle in Honors math. **No placement.**
- ☐ 4-6: The student is likely ready for Honors math and will need some support or scaffolding.  
**Recommendation:** *Contact student and family to discuss course expectations. Review student standard proficiency scores.*
- ☐ 7-8: The student is ready for Honors math, but *may* need limited support or scaffolding.  
**Place into Honors math.**

Counselor Notes:

## Placement Request Form for 7th Grade Honors ELA

**Directions:** Students, complete the top portion of this form if you are interested and ready for honors ELA in middle school. Students will be informed in July if they are placed into honors ELA.

Student Name: \_\_\_\_\_

Perm ID: \_\_\_\_\_ SSID: \_\_\_\_\_

Attending School for Grades 6-8 (circle):    Calabasas    Coaticumundi

Parent/Guardian Name: \_\_\_\_\_ Signature: \_\_\_\_\_

**After completing the top portion of this form, turn it into your math teacher by May 1st.**

### 7th Grade Honors ELA Readiness Indicators

1. Teacher Complete: 6th grade ELA course proficiency (check one per semester)
  - ☐ Semester 1: Overall course proficiency is 3.0-3.4- likely ready (1)
  - ☐ Semester 1: Overall course proficiency is 3.5+ - ready (2)
  
  - ☐ Semester 2: Overall course proficiency is 3.0-3.4- likely ready (1)
  - ☐ Semester 2: Overall course proficiency is 3.5+ - ready (2)
  
2. ELA teacher recommendation: **Yes / No** \_\_\_\_\_ (1 pt)  
(signature)
  
3. Instructional Coach Complete: NWEA MAP Growth Assessment
  - ☐ 6th grade Spring NWEA MAP Reading RIT Score is On Track for AASA- ready (1)
  
4. Instructional Coach Complete: 6th grade ELA proficiency on AASA
  - ☐ Performance level 3 on 6th grade AASA ELA- likely ready (1)
  - ☐ Performance level 4 on 6th grade AASA ELA - ready (2)

**Readiness Indicator Points:** \_\_\_\_\_ (Tally up all points indicated in parentheses)

#### Placement:

- ☐ 0-3: The student will most likely struggle in Honors ELA. **No placement.**
- ☐ 4-6: The student is likely ready for Honors ELA and will need some support or scaffolding.  
**Recommendation:** *Contact student and family to discuss course expectations. Review student standard proficiency scores.*
- ☐ 7-8: The student is ready for Honors ELA, but *may* need limited support or scaffolding.  
**Place into Honors ELA.**

Counselor Notes:



## Placement Request Form for 7th Grade Honors Math

**Directions:** Students, complete the top portion of this form if you are interested and ready for honors math in middle school. Students will be informed in July if they are placed into honors math.

Student Name: \_\_\_\_\_

Perm ID: \_\_\_\_\_ SSID: \_\_\_\_\_

Attending School for Grades 6-8 (circle):    Calabasas    Coaticumundi

Parent/Guardian Name: \_\_\_\_\_ Signature: \_\_\_\_\_

**After completing the top portion of this form, turn it into your math teacher by May 1st.**

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### 7th Grade Honors Math Readiness Indicators

1. Teacher Complete: 6th grade math course proficiency (check one per semester)
  - ☐ Semester 1: Overall course proficiency is 3.0-3.4- likely ready (1)
  - ☐ Semester 1: Overall course proficiency is 3.5+ - ready (2)
  
  - ☐ Semester 2: Overall course proficiency is 3.0-3.4- likely ready (1)
  - ☐ Semester 2: Overall course proficiency is 3.5+ - ready (2)
  
2. Math teacher recommendation: **Yes / No** \_\_\_\_\_ (1 pt)  
(signature)
  
3. Instructional Coach Complete: NWEA MAP Growth Assessment
  - ☐ 6th grade Spring NWEA MAP Math RIT Score is On Track for AASA- ready (1)
  
4. Instructional Coach Complete: 6th grade math proficiency on AASA
  - ☐ Performance level 3 on 6th grade AASA math- likely ready (1)
  - ☐ Performance level 4 on 6th grade AASA math- ready (2)

**Readiness Indicator Points:** \_\_\_\_\_ (Tally up all points indicated in parentheses)

### Placement:

- ☐ 0-3: The student will most likely struggle in Honors math. **No placement.**
- ☐ 4-6: The student is likely ready for Honors math and will need some support or scaffolding.  
**Recommendation:** Contact student and family to discuss course expectations. Review student standard proficiency scores.
- ☐ 7-8: The student is ready for Honors math, but *may* need limited support or scaffolding.  
**Place into Honors math.**

Counselor Notes:

## ELA 1 Placement Request Form for 8th Grade

**Directions:** Students, complete the top portion of this form if you are interested and ready for ELA 1 in middle school. Families and students, please know that by taking this course, students are earning high school credit that will be reflected on their high school transcript. Students will be informed in July if they are placed into ELA 1.

Student Name: \_\_\_\_\_

Perm ID: \_\_\_\_\_ SSID: \_\_\_\_\_

Attending School for Grades 6-8 (circle):      Calabasas      Coatimundi

Parent/Guardian Name: \_\_\_\_\_ Signature: \_\_\_\_\_

**After completing the top portion of this form, turn it into your ELA teacher by May 1st.**

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### English 1 Readiness Indicators

1. Teacher: 7th grade ELA course proficiency
  - ☐ Semester 1: Overall course proficiency is 3.0-3.4- likely ready (1)
  - ☐ Semester 1: Overall course proficiency is 3.5+ - ready (2)
  
  - ☐ Semester 2: Overall course proficiency is 3.0-3.4- likely ready (1)
  - ☐ Semester 2: Overall course proficiency is 3.5+ - ready (2)
2. ELA teacher recommendation: **Yes / No** \_\_\_\_\_ (1 pt)  
(signature)
3. Instructional Coach: NWEA MAP Growth Assessment
  - ☐ Spring 7th grade NWEA MAP Reading RIT Score is On Track for ACT- ready (1)
4. Instructional Coach Complete: 7th grade ELA proficiency on AASA
  - ☐ Performance level 3 on 7th grade AASA ELA- likely ready (1)
  - ☐ Performance level 4 on 7th grade AASA ELA- ready (2)

**Total Readiness Indicator Points:** \_\_\_\_\_ (Tally up all points indicated in parentheses)

### Placement:

- ☐ 0-3: The student will most likely struggle in ELA 1 as an 8th grader. **No placement.**
- ☐ 4-6: The student is likely ready for ELA 1 and will need some support or scaffolding.  
**Recommendation:** Contact student and family to discuss course expectations. Review student standard proficiency scores.
- ☐ 7-8: The student is ready for ELA 1, but may need limited support or scaffolding.  
**Place into ELA 1.**

Counselor Notes:

## Algebra 1 Placement Request Form for 8th Grade

**Directions:** Students, complete the top portion of this form if you are interested and ready for Algebra 1 in middle school. Families and students, please know that by taking this course, students are earning high school credit that will be reflected on their high school transcript. Students will be informed in July if they are placed into Algebra 1.

Student Name: \_\_\_\_\_

Perm ID: \_\_\_\_\_ SSID: \_\_\_\_\_

Attending School for Grades 6-8 (circle):    Calabasas    Coatimundi

Parent/Guardian Name: \_\_\_\_\_ Signature: \_\_\_\_\_

**After completing the top portion of this form, turn it into your math teacher by May 1st.**

### Algebra 1 Readiness Indicators

Please check which indicators apply to the students' learning and performance. When finished, turn into the school counselor.

1. Teacher Complete: 7th grade math course proficiency (check one per semester)
  - ☐ Semester 1: Overall course proficiency is 3.0-3.4- likely ready (1)
  - ☐ Semester 1: Overall course proficiency is 3.5+ - ready (2)
  - ☐ Semester 2: Overall course proficiency is 3.0-3.4- likely ready (1)
  - ☐ Semester 2: Overall course proficiency is 3.5+ - ready (2)
2. Math teacher recommendation: **Yes / No** \_\_\_\_\_ (1 pt)  
(signature)
3. Instructional Coach Complete: NWEA MAP Growth Assessment
  - ☐ **Spring** 7th grade NWEA MAP Math RIT Score is On Track for ACT- ready (1)
4. Instructional Coach Complete: 7th grade math proficiency on AASA
  - ☐ Performance level 3 on 7th grade AASA math- likely ready (1)
  - ☐ Performance level 4 on 7th grade AASA math- ready (2)

**Readiness Indicator Points:** \_\_\_\_\_ (Tally up all points indicated in parentheses)

#### Placement:

- ☐ 0-3: The student will most likely struggle in Algebra 1 as an 8th grader. **No placement.**
- ☐ 4-6: The student is likely ready for Algebra 1 and will need some support or scaffolding.  
**Recommendation:** *Contact student and family to discuss course expectations. Review student standard proficiency scores.*
- ☐ 7-8: The student is ready for Algebra 1, but *may* need limited support or scaffolding.  
**Place into Algebra 1.**

Counselor Notes: