

## LASD Math Placement Protocol

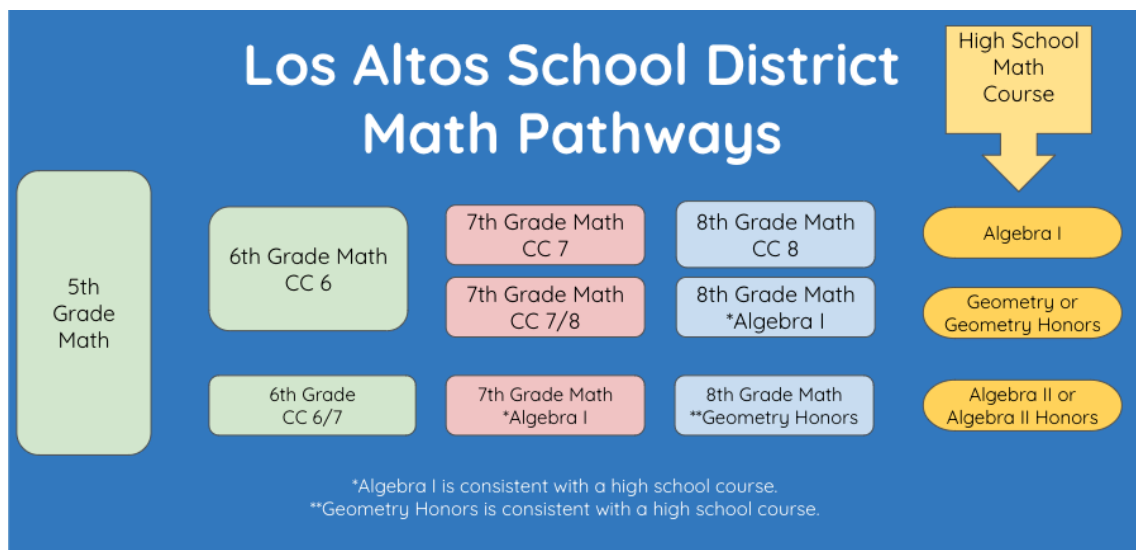
The purpose of LASD's Math Placement policy is to create a **fair, objective, and transparent protocol** that serves students who are transitioning between elementary and junior high school or junior high school and high school. LASD implements all requirements of the California Mathematics Placement Act of 2015 to accurately evaluate and place students in appropriate mathematics courses.

These pathways provide two different classes in grade 6 (CC6 and CC6/7) and three distinct classes in grade 7 and grade 8.

- The **CC6** class is a rigorous course that covers one year's worth of standards within the school year. Depending on course performance and other objective measures, students will move into either CC7 or CC7/8 in grade 7. In 8th grade, students take CC8 or Algebra I.
- The **CC6/7** course provides two years of standards in the 6th-grade year and will lead to Algebra I in 7th Grade and Geometry Honors in 8th grade, assuming a solid course performance throughout grade 6. This is a fast-paced course for students who excel well beyond their peers in mathematics.
  - Both Algebra/CC8 and Geometry are high school level courses and required for high school graduation in the state of California. Each year we are required to report the names of students who successfully complete Algebra I and Geometry Honors to both the state of California and the MVLA high school district. **If a student DOES NOT successfully complete either course, the course will need to be repeated.**

There are options for movement among the pathways in junior high school for students who are struggling beyond the norm or those who are able to demonstrate mastery of class content and perform well on other objective measures. LASD is committed to meeting the individual needs of students and believes that the appropriate math course has a balance of support and challenge for independent success.

As required in the California Mathematics Placement Act of 2015, there is a placement checkpoint within the first month of the school year in grade level 6th, 7th, and 8th courses to ensure accurate placement. **This is not a reevaluation for a change in placement.**



LASD uses the following objective and academic multiple measures of student performance to determine student placement in courses:

### 5th to 6th Grade Placement for all students

5th-grade students will be placed into CC6 unless they meet the criteria for advancement.

The following data points are used for placement. A student needs to meet all three to be placed into CC 6/7.

#### **MDTP**

Students will be taking the grade level readiness assessment developed by CSU/UC Mathematics Diagnostic Testing Project (MDTP). All 5th-grade students will take a **Grade 6 Mathematics Readiness Assessment**. This assessment covers foundational math standards from grade 5 and below. Those students who perform above “critical level” with a score of at least 32/35 will be invited to take the **Grade 7 Mathematics Readiness Assessment** for possible advanced placement. This assessment covers foundational math standards from grade 6 and below. Students need to score at least \*34/40 on the 7th Grade Readiness Assessment.

\*Due to the pandemic the 7th Grade Readiness Assessment was normed to 28/40 for the 2022-23 school year.

#### **MARS TESTING**

Students will be taking the official MARS (Math Assessment Resource Service) Assessment. This assessment is a collaborative effort between UC Berkeley, Michigan State, and the Shell Centre in Nottingham, England. The assessment consists of several independent performance tasks. This assessment provides us with evidence of procedural skills, conceptual understanding, and mathematical thinking. Students need to score a “High Level” on this assessment.

#### **Course Performance**

Students' end of course report card show 4s (mastery) on all units.

**Students who do not meet the criteria for placement into the CC6/7 course will be enrolled in the rigorous grade level CC6 course.**

## 6th-grade students in CC6 to 7th Grade Placement

6th-grade students in CC6 will be placed into CC7 unless they meet the criteria for advancement.

### **CC 7/8**

The following data points are used for placement. A student needs to meet all three to be placed into CC 7/8.

### **MDTP**

Students will be taking the grade level readiness assessment developed by CSU/UC Mathematics Diagnostic Testing Project (MDTP). All CC 6 students will take a **Grade 7 Mathematics Readiness Assessment**. This assessment covers foundational math standards from grade 6 and below. A student needs to score at least a 27/40 on this assessment.

### **MARS TESTING**

All CC 6 students will be taking the official MARS (Math Assessment Resource Service) Assessment. This assessment is a collaborative effort between UC Berkeley, Michigan State, and the Shell Centre in Nottingham, England. The assessment consists of several independent performance tasks. This assessment provides us with evidence of procedural skills, conceptual understanding, and mathematical thinking. Students need to score a “Proficient” or “High Level” on this assessment.

### **Course Performance**

Students' end of course report card show 3s and 4s (mastery) on all units.

### **Algebra I**

Students who meet the following criteria will be invited to take the **Grade 8 Mathematics Readiness Assessment**, which covers foundational math standards from grade 7 and below.

**Grade 7 Mathematics Readiness Assessment:** 38/40

**MARS Testing:** High Level

**Class Performance:** 4s on all Units

If a student meets all of the critical levels and scores at or above 38/40 will be invited to take the **Algebra Readiness Assessment** in June. A student who scores a 23/36 and meets the critical levels in Decimals, Fractions, Linear Equations, Inequalities, and Integers on this assessment will be placed in Algebra I.

**Students who do not meet the criteria for placement into the CC7/8 or Algebra I course will be enrolled in the rigorous grade level CC7 course.**

**6th-grade students currently enrolled in CC6/7 will be enrolled into Algebra I with successful completion of the CC6/7 course, as evidenced by scores of 3 and 4 on all course essential standards.**

### **7th-grade students in CC 7 to 8th Grade Placement**

7th-grade students in CC 7 will be placed into CC8 unless they meet the criteria for advancement.

#### **Algebra I**

The following data points are used for placement. A student needs to meet criteria below to be placed into Algebra I.

#### **MDTP**

Students will be taking the grade level readiness assessment developed by CSU/UC Mathematics Diagnostic Testing Project (MDTP). All CC 7 students will take an **Algebra Readiness Assessment**. This assessment covers foundational math standards from grade 8 and below. A student needs to score at least a 23/36 and meets the critical levels in Decimals, Fractions and Integers on this assessment.

#### **Course Performance**

Students' end of course report card show 3s and 4s (mastery) on all units.

**Students who do not meet the criteria for placement into Algebra I will be enrolled in the rigorous grade level CC8 course.**

\*Based on the CC 7/8 math sequence, students are expected to be able to answer 36 of the 45 questions on the Algebra Readiness Assessment. Students who score a 23 or greater on this assessment along with meeting the critical levels in Decimals, Fractions and Integers will be eligible to take Algebra in 8th grade.

### **7th-grade students in CC 7/8 to 8th Grade Placement**

7th-grade students in CC 7/8 will be placed into Algebra I. Successful completion of a UC-approved, accredited, rigorous, standards-aligned Algebra course is required prior to placement in Geometry Honors.

#### **Pass/No Pass**

Each year we are required to report a Pass/No Pass score to the state of California for high school level math courses. This Pass/No Pass score will be determined by the number of 3s and 4s on the curriculum units within a course as indicated on the report card.

**Algebra I** - students must score a 3 or 4 on at least five of the seven curriculum units for a passing score.

**Geometry Honors** - students must score a 3 or 4 on at least seven of the nine curriculum units for a passing score.

Due to the nature of the accelerated pacing of these advanced math courses, students have limited opportunities for re-assessing within a unit. Students who receive a No Pass score must repeat the course.

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### **Math Course Misplacement in an Accelerated Course**

Should a teacher suspect that a student is misplaced for math as evidenced by class performance, the teacher, math department, and principal will follow the process outlined below to consider a placement change. This process applies to students enrolled in an accelerated math course, not a grade-level course.

#### **A. For students currently enrolled in Algebra I in grade 7 or Geometry Honors in Grade 8**

Both Algebra I and Geometry Honors are high school level courses and required for high school graduation in the state of California. Each year we are required to report the names of students who successfully complete Algebra I and Geometry Honors to both the state of California and the MVLA high school district. If a student DOES NOT successfully complete either course, **the course will need to be repeated.**

- a. In September, teacher meets with principal (and math team) to share current student placement concerns. Available data is explored. Teacher meets with student and parent for a check-in. Teacher, parent, and student problem solve. Teacher communicates to parents about placement concerns and mid-to-late October move if changes in class performance and achievement do not occur.
- b. Data to consider includes:
  - i. MDTP
  - ii. Classroom assessments
- c. A move will occur mid-to-late October if a student requires multiple opportunities for mastery of concepts on a frequent basis and/or student is consistently scoring 1s and 2s on key assessments of essential standards.
- d. Students should NOT be moved for these reasons:
  - i. A student does not complete assigned homework
  - ii. A student has behavior issues
  - iii. A student requires accommodations for a disability or language acquisition

#### **B. For students currently enrolled in CC6/7 in grade 6, CC7/8 in grade 7, or Algebra/CC8 in grade 8**

- a. In September, teacher meets with principal (and math team) to share current student placement concerns. Available data is explored. Teacher meets with student and parent for a check-in. Teacher, parent, and student problem solve, and teacher provides additional support to student. Teacher communicates to parents about placement concern, additional support being provided, and mid-to-late October move if changes in class performance and achievement do not occur.
- b. Data to consider includes:
  - i. MDTP

- ii. Classroom assessments
  - iii. Listed support provided to student and outcome
- c. Extra support may include:
  - i. Explicit, small group instruction in area(s) of concern
  - ii. Visual representations and models of math
  - iii. Shared notes from strong peer/peer instruction
  - iv. Frequent feedback and check-ins
- d. A move will occur mid-to-late October if a student requires multiple opportunities for mastery of concepts on a frequent basis and/or student is consistently scoring 1s and 2s on key assessments of essential standards, despite extra support being provided.
- e. Students should NOT be moved for these reasons:
  - i. A student does not complete assigned homework
  - ii. A student has behavior issues
  - iii. A student requires accommodations for a disability or language acquisition