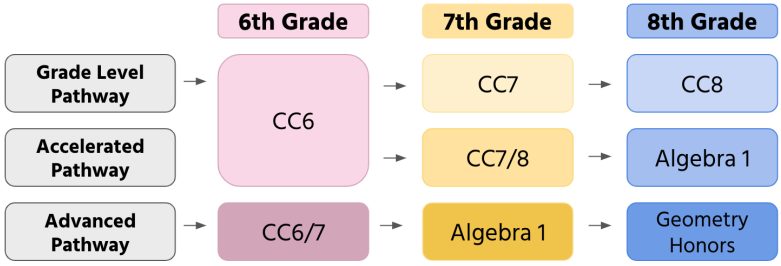
6-8 Math Placement Protocol

In LASD, we connect with who each and every child really is, put them at the center of their learning experience, integrate their social, emotional, cognitive, and academic development, and develop learners as full people. Informed by the updated 2023 California Framework and California's Common Core State Standards (CCCSS), all math courses offer a multitude of opportunities to support, engage, and challenge empowering all learners to develop deep conceptual understanding and mathematical reasoning skills to apply to real world problems while fostering an authentic love for learning. LASD is committed to placing students in the most appropriate math course that will provide them with both challenge and support.

MATH PATHWAYS

In LASD, there are three possible pathways leading students to high levels of math achievement in high school and beyond.



ASSESSMENTS

The following assessments help to inform student math placements:

CAASPP: The California Assessment of Student Performance and Progress (CAASPP) is a statewide assessment system.

MDTP: The Measure of Developmental Test Protocol (MDTP) is a diagnostic assessment that is designed to measure students' mathematical preparation in foundational topics in the course they are promoting to.

MARS: Provided by Silicon Valley Mathematics Initiative (SVMI), the Mathematics Assessment Resource Service (MARS) is a performance assessment tool that helps to evaluate how students approach problems, communicate their understanding, and solve problems.

TIMELINE FOR MATH PLACEMENT ASSESSMENTS

April-May	MARS assessment given
April-May	CAASPP assessment given
May	MDTP assessment given
June (typically 2nd week)	CAASPP score reports sent home
July (typically 1st week)	Math placement letters are sent to families via email
August 1, 2025	Appeals due

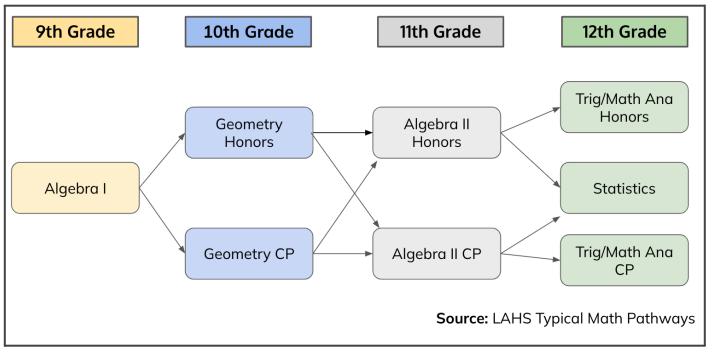
① Grade Level Pathway: CC6 → CC7 → CC8

Students on the Grade Level Pathway complete 3 years of math in 3 years.

On the Grade Level Pathway, students move from CC6 in 6th grade to CC7 in 7th grade and CC8 in 8th grade. CC6 is a rigorous grade-level course that is appropriate for all students entering grade 6 and covers one year of standards in the 6th grade year. Students will build upon their knowledge of numbers, operations, and algebraic thinking to gain a deeper understanding of number sense, procedural fluency, critical thinking, and problem-solving.

CC6 TOPICS	CC7 TOPICS	CC8 TOPICS
• Ratios • Operations with Whole Numbers, Fractions, and Decimals • Integers • Algebraic Expressions and Equations • Geometry • Statistics and Probability	• Operations with Rational Number (integers, decimals and fractions) • Expressions • Equations and Inequalities • Statistics and Probability • Geometry • Ratios and Proportions	• Linear Expressions and Equations • Exponents and Scientific Notation • Linear Equations and Functions • Linear Systems • Geometry • Statistics and Data

This pathway will allow students to take Algebra I in 9th grade. It can ultimately lead to Trigonometry/Math Analysis College Prep, Trigonometry/Math Analysis Honors, or Statistics in the senior year of high school. Here are typical high school math courses following the Grade Level Pathway.



To ensure accurate placement, all students in grade-level courses (CC6, CC7, & CC8) are given the *Fall Placement Confirmation* assessment within the first month of school to confirm they are in the most appropriate class . When students receive an exemplary score on this assessment (CC6 above 90%, CC7 and CC8 above 85%), all previous available qualifying data are considered holistically to determine whether the student should be moved to a more advanced pathway.

There must be multiple examples of substantiating evidence that the student would be successful in an accelerated course. Once decisions have been made by the school team for students who qualify for more accelerated pathways, the district will notify parents of the opportunity to move the students to an accelerated course. All accelerated placements will be finalized no later than Labor Day and parents will receive communication for reasons justifying placement. Once placements are finalized, they are considered complete and are not subject to appeal.

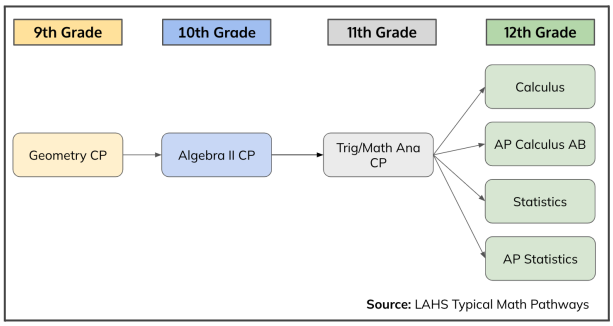
② Accelerated Pathway: CC6 → CC7/8 → Algebra I

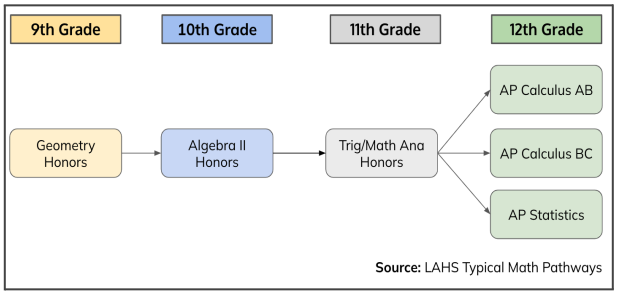
Students on the Accelerated Pathway complete 4 years of math in 3 years.

On the Accelerated Pathway, acceleration begins in 7th grade as students move from the rigorous CC6 course to the CC7/8 course, which compresses 1 ½ years of math into a single year. The curriculum moves at a more challenging pace than the grade-level CC7 course.

CC6 TOPICS	CC7/8 TOPICS	ALGEBRA 1
• Ratios • Operations with Whole Numbers, Fractions, and Decimals • Integers • Algebraic Expressions and Equations • Geometry • Statistics and Probability	• Operations and Rational Numbers • Expressions, Equations, and Inequalities • Proportional Relationships • Geometry/Pythagorean Theorem • Exponents and Scientific Notation • Transformational Geometry • Statistics/Sampling and Probability	• Equations and Inequalities • Functions • Linear Equations • Systems of Equations and Inequalities • Exponents and Radicals • Polynomials • Quadratics

To remain in the accelerated math pathway at the end of 7th grade, students must maintain 3 or better for at least five of the seven standards. Students who do not meet this requirement will be moved into a more appropriate grade level math course. Assuming successful completion of CC7/8 in 7th grade, students will be enrolled in Algebra I in 8th grade. The accelerated middle school courses are intended to be a preparation for higher-level high school classes and to allow students to experience a more challenging curriculum before the transition to high school. This pathway will allow students to take Geometry College Prep or Geometry Honors in 9th grade and can lead to AP Calculus AB, AP Calculus BC, or AP Statistics in the senior year of high school. Here are typical high school math courses following the Accelerated Pathway.





All CC 6 students in LASD will take the MDTP Assessment of Preparedness for 8th Grade Math and CAASPP during the spring of their 6th grade year. To qualify for the Accelerated Pathway in 7th grade, students must attain qualifying scores on multiple objective academic measures as defined by the Math Placement Act of 2015. To qualify for the **CC7/8** class in 7th grade, students must meet **all** of the following criteria:

CC6 → CC7/8	MARS	CAASPP	MDTP 8
CRITERIA	Level 3 ≥ Score	Math Level ≥ 3	30/40 ≥ Score
ADMINISTERED	Spring of 6th grade		

A very small number of students move from CC6 to Algebra each year. Students who meet all of the criteria below may be invited to take the MDTP Algebra Readiness assessment during the summer.

CC6 → ALGEBRA	MARS	CAASPP	MDTP 8	MDTP Algebra
CRITERIA	Level 4	Math Level = 4	Score ≥ 38/40	Meets ALL critical levels
ADMINISTERED	Spring of 6th grade year			With invitation

③ Advanced Pathway: CC6/7 → Algebra I → Geometry Honors

Students on the Advanced Pathway complete 5 years of math in 3 years.

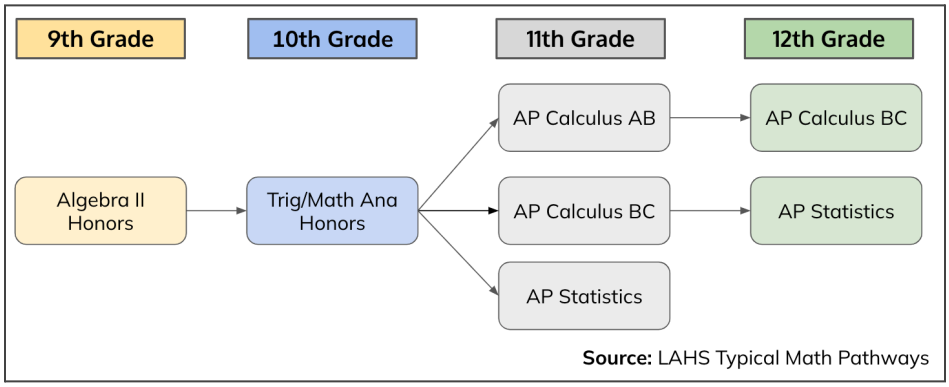
On the Advanced Pathway, acceleration begins in 6th grade. Students complete 6th grade, 7th Grade, and 8th grade math plus Algebra and Geometry in three years. The curriculum moves at a much faster and more challenging pace than the other pathways.

CC6/7 TOPICS	ALGEBRA 1	GEOMETRY HONORS
• The Number System • Ratios and Proportional Relationships • Integers • Algebraic Expressions, Equations, and Inequalities • Geometry • Statistics and Probability	• Equations and Inequalities • Functions • Linear Equations • Systems of Equations and Inequalities • Exponents and Radicals • Polynomials • Quadratics	• Transformations • Lines and Angles • Triangles • Quadrilaterals • Similarity • Trigonometry • Circles • Volume and Surface Area • Probability

CC6/7 is an accelerated, fast-paced course that condenses 6th and 7th grade standards into one year. It is intended for students who demonstrate exceptional mathematical fluency and a deep grasp of the full range of mathematical practices. To qualify for the CC 6/7 course, all 5th grade students will be invited to take three assessments in the Spring. Students who meet all of the following criteria will be placed into the CC6/7 course:

5th Grade →CC 6/7	MARS	CAASPP	MDTP 7
CRITERIA	Level 4	Math Level = 4	Score ≥ 34/40
ADMINISTERED	Spring of 5th grade year		

Assuming successful course performance, students continue on this pathway throughout junior high, taking Algebra I in 7th grade and Geometry Honors in 8th grade. This pathway will allow students to take Algebra II Honors in 9th grade and can lead to AP Calculus BC or AP Statistics in the senior year of high school. Below are typical high school math courses following the Advanced Pathway:



Source: LAHS Typical Math Pathways

6-8 Math Placement Protocol
FAQs (Frequently Asked Questions)

What is the CAASPP assessment?
The California Assessment of Student Performance and Progress (CAASPP) is the California student achievement testing system for English Language Arts/Literacy (ELA) and Math for students in grades 3 through 8 and 11. CAASPP assessments are designed to assess how well students are learning new and rigorous state standards designed to prepare them for college coursework and 21st-century careers.

What is the MDTP assessment?
The CSU/UC Mathematics Diagnostic Testing Project (MDTP) is a collection of assessments that are informed by the California State Standards for Mathematics and are carefully designed to measure students' mathematical preparation in foundational topics of the course students are entering. These assessments are multiple-choice questions and are administered online.

What is the MARS assessment?
This assessment is a collaborative effort between UC Berkeley, Michigan State, and the Shell Centre in Nottingham, England. It consists of several independent performance tasks and will provide us with evidence of procedural skills, conceptual understanding, and mathematical thinking. If you would like to view an older MARS task, including the scoring rubrics and work samples, you can see them here.

How can my child prepare for these assessments?
The purpose of the assessments is to understand what content knowledge and skills students possess at the time that they take the exam, without any preparation. As such, LASD does not provide families with any test prep material.

Is there a possibility that my child will be assessed on material that hasn't been taught yet in school?
Students may encounter questions on content that have not yet been taught in school because the assessments are designed to measure students' placement into a grade-level, accelerated, or advanced pathway. The MDTP assessment specifically identifies a students' readiness for the next level of math.

What role, if any, does teacher recommendation play in the math placement process?
The Math Placement Act of 2015 requires all school districts to implement fair, objective, and transparent math placement policies using multiple objective measures. We do not take into account any subjective measures including parent requests or teacher recommendations.

How will students who are new to LASD be placed?
Student records (prior report cards, CAASPP scores, and any math placement assessments) should be submitted electronically to our registration department at the district office and/or to the Coordinator of Curriculum and Instruction: Grace Choi, gchoi@lasdschools.org. Students may be invited to attend a testing date (typically 1 to 1.5 hours) if more data is required.

For students enrolling for the current school year, math placements will be determined based on their enrollment from their previous school.

For students enrolling for the next school year, families should anticipate receiving assessment information (e.g. testing dates, location, etc.) prior to the start of the new school year which happens typically either in May or in June. Students will take the MDTP and/or MARS assessment depending on the anticipated math pathway.

When will I know which class my child has been placed in?
Math placement course information is typically sent out to rising 6th grade families electronically in July. New families will receive communication after assessments are completed.

What if I don't agree with my child's placement?

LASD uses objective measures to determine students' math placement. These measures help ensure students are in developmentally appropriate classes that help them develop the requisite understanding of mathematics to be successful in advanced high school courses. Once placement information is provided to families in the spring/summer, parents or legal guardians may appeal the placement decision if they believe the district has made an error and they can provide substantial evidence that warrants reconsideration. The window for submitting an appeals form for current students will be between June 4 - August 1, 2025. An appeal committee composed of a teacher, principal, and a coordinator of Curriculum & Instruction will review the submitted documentation and assess the validity of the appeal. The appeal committee will meet prior to the start of school to consider placements for students who are enrolled on the first day of school. For students enrolling after the first day of school, the committee will meet as needed.

If my child did not meet the MDTP or MARS qualifying score, is there still a chance that they can be placed into a more advanced pathway?

We will take a thorough and extensive look at all assessment results in order to place students into math classes for the school year. Our analysis of the collective data may lead to subsequent adjustments of qualifying scores. Most importantly, our overall goal is to place students in the most developmentally appropriate course that will foster a genuine love and thirst for learning.

Can my child move to a more accelerated or advanced pathway during the current school year?

All placements are finalized by Labor Day and no changes are made after this date.

Can you recommend any particular work that my child can complete over the summer to increase their chances of moving up into CC6/7, CC7/8, Algebra or Geometry?

We do not recommend that students complete condensed classes over the summer. Additionally, the foundations for Algebra require thoughtful work over time. Students' math placement will not be adjusted based on classes taken over the summer.

Does my child need to take both Algebra I and Geometry?

Both **Algebra I** and **Geometry** are high school level courses and required for high school graduation in the state of California. Successful completion of a UC-approved Algebra course is required prior to placement in Geometry Honors in LASD. 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.**

My child's teacher has shared they're struggling in their current pathway. What happens next?

A team including the principal, teacher, parent, and student will convene to review relevant data and observations to determine a short-term support plan or whether a different pathway is more developmentally appropriate.

I want my child to take Algebra II in 9th grade, but they aren't on the Advanced Pathway. What can I do?

While it is not recommended, some families choose to enroll their child in an accredited Geometry course during the summer between 8th and 9th grade. Please reach out to your child's math teacher for feedback and suggestions.

Where can I find additional information regarding high school math pathways?

Further information regarding high school math pathways & course descriptions can be found here:
MVLA Middle School Math Night 2/10/22 LAHS Typical Math Pathways LAHS Course Information Sheets