

MATH DEPARTMENT PLACEMENT GUIDELINES

The following should be taken into consideration for each student regardless of course sequence:

1. **Each student and teacher should have a conversation to discuss course placement and recommendations for classes for the next school year.**
2. **Work Habits and Utilization of Supports:**
 - a. Each student should meet work habit expectations for their current course which includes evidence of appropriate growth in the **mathematical practices**.
 - b. Each student should take advantage of offered supports as needed (i.e. reasonable classroom accommodations, X block, math help in library, peer tutoring).
3. **Social/Emotional/Academic Balance:** Every effort will be made to consider the "whole student" when course recommendations are made.
 - a. Each teacher will make recommendations based on evidence of student learning at the current course level.
 - b. In addition to what is mentioned above (in part 3a), the math department acknowledges it is the joint responsibility of students, families and counselors in consultation with the classroom teacher to ensure appropriate life balance (academic and extracurricular commitments).
4. **Attendance:** While attendance determines whether a student receives credit for a course, a student's course grade should be considered to determine whether the student is prepared for the next course in the sequence.

The following will guide decisions about recommendations for the next course:

To recommend a move from:	To recommend that a student <u>continue</u> in the course sequence:	To recommend a move from:
<ul style="list-style-type: none"> Advanced College Prep (ACP) to College Prep ACP Accelerated to ACP Honors to ACP Accelerated 		<ul style="list-style-type: none"> College Prep to Advanced College Prep ACP to ACP Accelerated ACP Accelerated to Honors
Comfort and retention of cumulative content <ul style="list-style-type: none"> The student struggles to learn, retain, and apply content knowledge appropriate for their age and course despite significant time, effort and support (as outlined in work habits above). 	Comfort and retention of cumulative content <ul style="list-style-type: none"> The student is appropriately challenged and able to learn, retain and apply content knowledge using a balance of teacher support and student independence appropriate for their age and course. 	Comfort and retention of cumulative content <ul style="list-style-type: none"> The student shows <i>appropriate mastery of the mathematical practices</i> for their age and course. The student is able to learn, retain, apply and extend content knowledge with decreased teacher support for their age and course. The student consistently demonstrates the need for more challenge both in classwork and assessments.
Grades earned <ul style="list-style-type: none"> A student who maintains a cumulative average of "D" or lower should be recommended for a course more appropriate for their learning profile for the following year. 	Grades earned <ul style="list-style-type: none"> A student should maintain a cumulative average of "C" or higher to be recommended for the next course in the current sequence. A student who earns an F in the current course should discuss options for earning credit toward graduation with their teacher (i.e. summer school, retaking the course). 	Grades earned <ul style="list-style-type: none"> A student should maintain a cumulative average of B+ or higher for the teacher to support a change to a more challenging course sequence. The teacher will recommend the next course in the current sequence and the student must go through the move-up process (see below).
Process for Appeal <ul style="list-style-type: none"> If a student is recommended to move and they do not agree with the recommendation, the student can request to appeal. The teacher can provide an appeal form which must be submitted to the math department chair. 		Move-Up Process:: If a student requests to move to a more challenging course level, the following process must be completed: <ul style="list-style-type: none"> ○ Student Turns in "Letter of Intent" ○ Teacher fills in Move-Up Google Doc = Registration for "move-up test" ○ Student accesses the "move-up" materials ○ Student learns the "move-up" content (to fill gaps in learning) ○ Student takes "move-up" test in August (unless different arrangements have been made with their current teacher). ○ Department chair notifies student of results of move-up test.

Mathematics Course Offerings:

	H	ACP Acc	SIMMS	ACP	CP
Grade 9	501	511	581	516	541
Grade 10	502	512	582	517	542
Grade 11	503	513	583	518	543
Grade 12	504/508	508/514	584	519	544/858

Computer Science Offerings

549
Introduction to
Computer
Science

9th-12th
2x/week
Full year

551/552
Computer
Programming

10th-12th
2x/week
Full year

553
Computer
Science
Principles

11th-12th
4x/week
Full year

Recommended Calculator: *TI-84 Plus CE*



This is a tool your student will use for 4 years of high school.

Other Offerings

505
AP Statistics

858
Business
Math

532
Math
Concepts
and Skills

580
Classroom Aide
in Mathematics

Visit the Math Department Website for additional details:

<https://www.newton.k12.ma.us/Page/744>