

MATH DEPARTMENT RECOMMENDATION GUIDELINES

The following will 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.

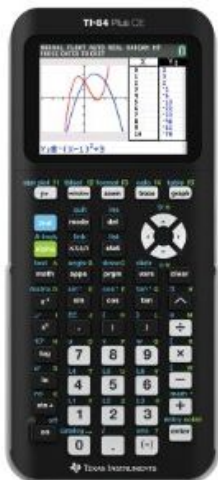
The following will guide decisions about recommendations for the next course:

To recommend a move from: <ul style="list-style-type: none"> Advanced College Prep (ACP) to College Prep ACP Accelerated to ACP Honors to ACP Accelerated 	To recommend that a student <u>continue</u> in the course sequence:	To recommend a move from: <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. 	For All students Moving Up <ul style="list-style-type: none"> The student demonstrates appropriate mastery on nearly all class assessments (quizzes, tests, projects, etc.). The student keeps track of and completes homework and classwork assignments on time and meeting/exceeding expectations. The student understands questions and concepts in class discussion with relative ease. The student regularly and independently checks Schoology and/or other resources provided for the class. The student takes feedback realistically and is able to apply it.
Grades earned <ul style="list-style-type: none"> A student who maintains a cumulative average of "D" or lower may 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 may 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). 	AND for students moving from ACP to Accelerated <ul style="list-style-type: none"> The student is curious about the math and pursues opportunities to explore The student is able to complete work independently The student pays attention to detail The student knows when to pause and reflect and when to take action The student enters problem-solving situations without hesitation and seeks out solutions, even if they are unsure. Seeks out support in an appropriate and timely manner
		AND for students moving from ACP Accelerated to Honors <ul style="list-style-type: none"> Organizes their written work Articulates thoughts and questions well verbally and in writing Asks thought provoking questions Makes connections with previous, current or future content easily Finds joy in discovering math patterns and solutions to problems Synthesizes the big picture Is open-minded to all aspects of mathematics (non-example - "I can't do geometric proofs")

Mathematics Course Offerings:

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

Recommended Calculator: *TI-84 Plus CE*



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

Computer Science Offerings

549 Introduction to Computer Science	551/552 Computer Programming	553 Computer Science Principles
9th-12th 2x/week Full year	10th-12th 2x/week Full year	11th-12th 4x/week Full year

Other Offerings

505 AP Statistics	858 Business Math	532 Math Concepts and Skills	580 Classroom Aide in Mathematics
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Visit the Math Department Website for additional details:

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