

Middle School Math Pathways Information Night

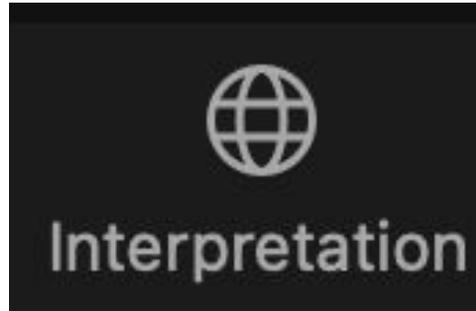


Noche Informativa las Vías de Matemáticas para la Secundaria

1. Good evening, welcome to our Middle School Math Pathways Information Night.
2. I'm excited to have you join us this evening so that you have a better understanding of our Middle School Math Pathways and placement process.
3. We have a lot of information to share with you this evening so we will go ahead and get started.

Spanish Translation

Para acceder a la traducción al español, haga clic en



1. This evening, we will have simultaneous translation in Spanish.
2. This feature will be turned on in a few minutes.
3. Once the feature is turned on and you would like to listen to the presentation in Spanish, please click on the “Globe” that says Interpretation.

Welcome & Introductions

Bienvenida y presentaciones



1. Once again, welcome to the Middle School Math Pathways Information Night.
2. We will begin tonight with a brief introduction of the presenters and the agenda for this one-hour session.

Tonight's Presenters

Los presentadores de esta noche

Jane Chen

Sunnyvale School District
Program Manager
Curriculum, Instruction, &
Assessment

Daniel Poo

Principal of
Columbia Middle
School

Vince Iwasaki

Principal of Sunnyvale
Middle School

Allison Crawford

Assistant Principal of
Sunnyvale Middle
School

Dr. Christina Ballantyne

Sunnyvale School District
Director of Curriculum, Instruction,
& Assessment

Paulina Torres

Santa Clara County Office
of Education Spanish
Translator



1. To begin, my name is Jane Chen and I am a Program Manager of Curriculum, Instruction, and Assessment for Sunnyvale School District.
2. Tonight, I also have a few co-presenters. I will let them introduce themselves briefly.
3. On the Spanish side, we have Paulina Torres, who is our Spanish translator for this evening. I will let her briefly introduce herself to the Spanish speaking families.

Tonight's Agenda

- Welcome & Introductions**
 - To set the context for tonight's meeting.
- Goals of the Math Pathways**
 - To understand the goal of the middle school math pathways.
- Shifts in Math Education**
 - To understand the shifts in math education from pre Common Core Math until now.
- Overview of the Middle School Math Pathways**
 - To understand the math pathways and its effects on the high school math pathways.
- Timeline for 2025 - 2026 School Year**
 - To review the dates for notification of math placement for the 2025 - 2026 school year.
- Questions & Answers Time**
 - To answer questions caregivers may have.

Cronograma de esta noche

- Bienvenida y presentaciones**
 - Establecer el contexto para la reunión de esta noche.
- Objetivos de las Trayectorias de Matemáticas**
 - Para entender el objetivo de las trayectorias de matemáticas de la escuela intermedia.
- Transformaciones en la Educación Matemática**
 - Entender las transformaciones en la educación matemática desde la época anterior a Common Core hasta el presente.
- Resumen de las Trayectorias de Matemáticas de la Escuela Intermedia**
 - Comprender las trayectorias de matemáticas y sus efectos en las trayectorias de matemáticas de la escuela secundaria.
- Calendario para 2025 - 2026**
 - Revisar las fechas de notificación de la colocación de matemáticas para el año escolar 2025 - 2026.
- Preguntas y respuestas**
 - Responder las preguntas que los padres/tutores hacen.

- Here is the sequence of topics for our presentation tonight.
- We are currently in the Welcome and Introduction section of this session.
- After this, we will share the Goals of the Math Pathways, understand the Shifts in Math Education, give an overview of the Middle School Math Pathways, then share the timeline for notification of math placement for the 2025 - 2026 school year, and have some time to answer questions you may have about the Math Pathways and placement process.

Tonight's Presentation is located at:
**La presentación de esta noche será
en:**

www.sesd.org/Page/5872



1. Tonight's presentation is available on our district website at <http://www.sesd.org/Page/5872> .
2. La presentación de esta noche se publicará en el sitio web del Distrito Escolar de Sunnyvale en <http://www.sesd.org/Page/5872>.
3. I will also put this link in the Chat in just a minute.



Questions

Preguntas

Please hold questions till the end.

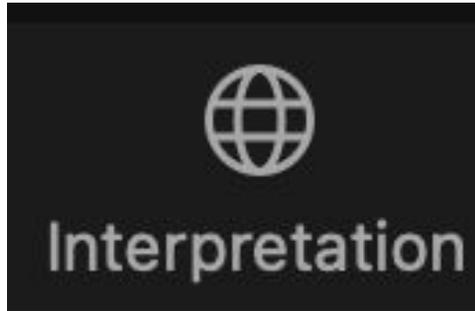
Espera hasta el final para hacer preguntas.



1. As mentioned before, we will have a Questions and Answer time after the presentation so please hold your questions until the end.
2. You never know, we may end up answering your question throughout the presentation.

Spanish Translation

Para acceder a la traducción al español, haga clic en



1. For those that just joined us, tonight's presentation is available in Spanish.
2. If you would like to listen to the presentation in Spanish, please click on the icon with the "Globe" that says Interpretation.

Goals of the Math Pathways

Objetivos de las Trayectorias de Matemáticas



1. In the next few slides, I will share the goals of our Middle School Math Pathways.

Goal 1 of Math Pathways

Fulfill Our District's Promise

- Every student is known by **name, strength, and need**, ready to excel in high school and beyond, and to lead a **life of joy and purpose**.

Cumplir la Promesa de Nuestro Distrito

- A cada estudiante se le conoce por **su nombre, sus fortalezas y sus necesidades**, listo para sobresalir en la escuela preparatoria y más allá y llevar una **vida con alegría y propósito**.



1. Goal 1 of our Middle School Math Pathways is to follow our district's promise.
2. Sunnyvale School District recently adopted a new 6 year strategic plan. In this plan our district promises that "*Every student is known by **name, strength, and need**, ready to excel in high school and beyond, and to lead a **life of joy and purpose**.*"
3. A key part of this promise is to provide a path in math that is most suitable for a student within the range of middle school math.

Goal 2 of Math Pathways

Provide Multiple Opportunities to Join an Accelerated Path

Dar múltiples oportunidades de acceso al programa acelerado

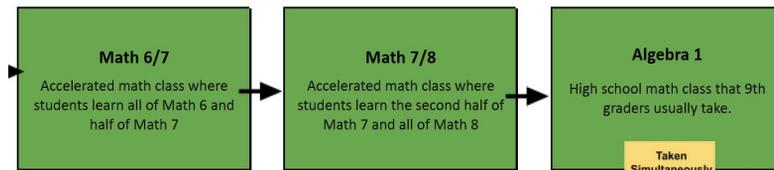


1. Goal 2 of our math pathways is to provide multiple opportunities to join an accelerated path.
2. We recognize that students develop at different rates.
3. Sometimes a student's brain is not ready to learn 7th grade math concepts in 6th grade. However in the course of their 6th grade and/or 7th grade year they mature and become ready to learn math at a faster pace and more advanced level.
4. Our math pathways offer multiple entry points into accelerated courses.
5. This ensures that students have several opportunities to access advanced math courses when they are ready.
6. We want to ensure that access to advanced math opportunities is equitable and available to all students within our public school system.

Goal 3 of Math Pathways

Increase participation and success in accelerated math courses for all students, particularly those from underserved populations.

Promover una mayor participación y éxito en las clases de matemáticas aceleradas para todos los estudiantes, con un enfoque en las poblaciones históricamente excluidas.



1. Goal 3 of the math pathways is to increase participation and success in accelerated math courses for all students, particularly those from underserved populations.
2. We believe that every student with the potential should have the opportunity to excel in mathematics.
3. We're committed to increasing participation and success in accelerated math courses for **all** students, particularly those from historically underserved populations.
4. Our middle school math pathways aim to remove barriers and provide equitable access to advanced math opportunities within our school system.

Goal 4 of Math Pathways

Pathway that allows students to take Algebra and Geometry in separate years.

Una trayectoria que permita a los estudiantes tomar Álgebra y Geometría en años separados

Year	Year 1	Year 2	Year 3	Year 4
Math	Algebra I	Geometry	Algebra II	Calculus
Science	Physical Science	Biology	Chemistry	Physics
Language Arts	English I	English II	English III	English IV
History	World History	U.S. History	European History	World History
Electives	Art	Music	Physical Education	Health

1. Goal 4 of our math pathways is to create a pathway that allows students to take Algebra and Geometry in separate years.
2. We understand the importance of a well-rounded education.
3. Our math pathways support this philosophy by allowing students to take Algebra and Geometry in separate years.
4. This creates space in their schedules for valuable electives and other enriching learning experiences, fostering their development as a whole child.

Shifts in Math Education

Transformaciones en la Educación Matemática



1. Before we talk about the different math paths in our middle school, I want to first provide some background information about the changes in math education with the adoption of Common Core Math.
2. This is important for all of us to know because ***all*** math courses in Common Core math expect more from students than when we were learning math in elementary, middle, and high school.
3. This means the grade level courses as well as the accelerated courses expect more from our students.
4. The standards expect our students to think flexibly and problem solve new situations.
5. These shifts in math education were made based on how other countries who are performing higher on international math tests teach K-12 math.

Three Shifts in Common Core Math

Tres Transformaciones en las Matemáticas del Common Core

1. Focus

2. Coherence

3. Rigor

1. Enfoque

2. Coherencia

3. Rigor matemático



1. The three shifts in Common Core Math are:
 - a. Focus of the Standards
 - b. Coherence of the Standards
 - c. Rigor of the Standards
2. I'll briefly go over what each of the three shifts mean.

Focus / Enfoque

- Common Core Math focuses deeply in each grade level on certain concepts that students are developmentally ready for.
- Las Matemáticas del Common Core se centran en profundidad, en cada nivel de grado, en ciertos conceptos que los estudiantes están preparados para aprender según su desarrollo.

Grade	Focus Areas in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K-2	Addition and subtraction - concepts, skills, and problem solving and place value
3-5	Multiplication and division of whole numbers and fractions - concepts, skills, and problem solving
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra and linear functions

1. The first shift in Common Core Math is Focus.
2. Focus means that each grade level concentrates on a specific set of important math concepts and skills.
3. Instead of trying to cover too many topics, each grade level focuses on a smaller number of key concepts. This allows for deeper understanding and mastery.
4. By focusing on fewer concepts, teachers can spend more time helping students develop a deep understanding of the material, rather than just memorizing procedures.

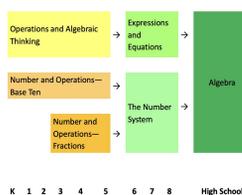
Coherence / Coherencia

1. Each grade level builds upon the previous' grade level and helps build on for the next grade level.

Cada grado se construye sobre el grado anterior y sienta las bases para el siguiente.

2. Always start from the concrete (visuals, models, manipulatives) and build towards the abstract (rules, procedures, algorithms, & formulas).

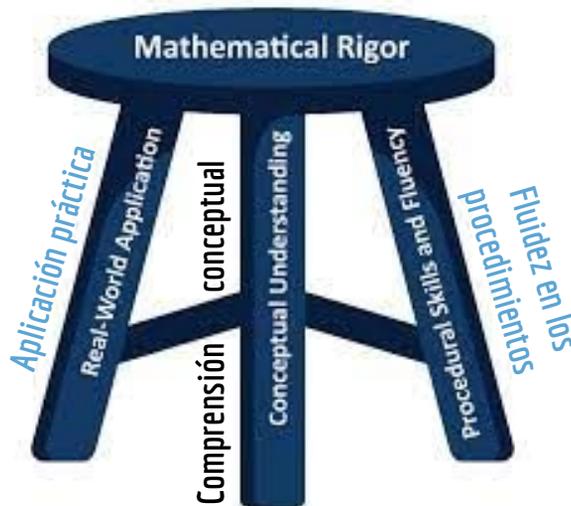
Siempre partir de lo concreto (visuales, modelos, manipulativos) para llegar a lo abstracto (reglas, procedimientos, algoritmos y fórmulas).



1. The second shift in Common Core Math is Coherence.
2. Coherence means that mathematical concepts and skills are connected and build upon each other across grade levels. Here's what that means in practice:
 - a. **Connections between topics:** Math topics are not taught in isolation. Students see how different areas of math relate.
 - b. **Building on prior learning:** Each grade level builds on what students learned in previous grades. New concepts are introduced in a way that connects to existing knowledge.
 - c. **Progression of learning:** Mathematical ideas are developed gradually and become increasingly complex over time. Students progress from concrete understanding to more abstract thinking.
3. An example of coherence of mathematical ideas can be seen in how the idea of multiplication and division, or multiplicative reasoning builds across grade levels from Kindergarten through Algebra 1.
 - a. In Kindergarten and 1st grade, the foundation is laid with the basic understanding of counting and addition.
 - b. This understanding then builds in 2nd grade with skip counting,

- a. repeated addition, and the concrete visual understanding of equal groups.
- b. In 3rd grade, students are formally introduced to the term multiplication and learn that an expression like 4×5 means 4 groups of 5. They also learn that multiplication and division are inverse, or opposite, operations.
- c. In 4th grade, students achieve fluency in multiplication and division and apply that reasoning to working with multi-digit numbers.
- d. In 5th grade, multiplicative reasoning is extended to working with fractions and decimals, where students gain the conceptual understanding that multiplying does not always result in a larger quantity (or "bigger number").
- e. In Math 6, students transition from multiplicative reasoning to proportional reasoning through the study of ratios, rates, and unit rates. This represents the highest level of multiplicative thinking.
- f. In Math 7, proportional reasoning continues to build into an understanding of the rate of change.
- g. The rate of change is formalized into slope—the steepness of a straight line—in a linear equation and function in Math 8.
- h. Finally, in Algebra 1, this core thinking is applied to model and solve more complex concepts, such as quadratics and exponential functions.

Rigor / Rigor matemático



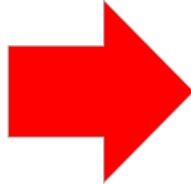
1. The third and last shift in Common Core Math is Rigor.
2. Rigor does ***not*** mean difficult.
3. Rigor means a balance of three equally important components:
 - a. **Conceptual Understanding:** *Why* the math works and seeing connections with different math concepts.
 - b. **Procedural Fluency:** Having a range of strategies for solving problems and knowing when and how to use different mathematical procedures to quickly and efficiently solve a problem.
 - c. **Application:** Being able to apply math to real-world problems and situations.
4. Math is no longer about doing math problems quickly with shortcuts, formulas, and algorithms; it's about understanding *why* the math works and being able to use it in different situations.

Changes in Student's Role

Transformaciones en el Rol del Estudiante

A Shift From (Un cambio de)

- Passive recipient of knowledge (Aprendiz pasivo)
- Recall of facts (Recordar hechos)
- Learning in Isolation (Aprendizaje en aislamiento)



To (a)

- Active Participant in Learning (Aprendiz activo)
- Producer of Knowledge (Elaborador de conocimiento)
- Learning in collaboration (Aprendizaje conjunto)
- Flexible Thinker and Problem Solver (Pensador flexible y persona que resuelve problemas)



1. With these three shifts in Common Core Math, comes the shifts in our expectations of how students learn math.
2. In the past, students were often times seen as recipients of knowledge, expected to recall facts, and learn on their own, and learn concepts in isolation (no connection to other concepts).
3. Students were expected to sit and listen to the teacher. Thinking was not required.
4. Now, we want students to actively participate in the learning, be a producer of knowledge, learn with others, and be flexible thinkers and problem-solvers.
5. We want them to use their brain to think. Be able to apply what they know to new situations.

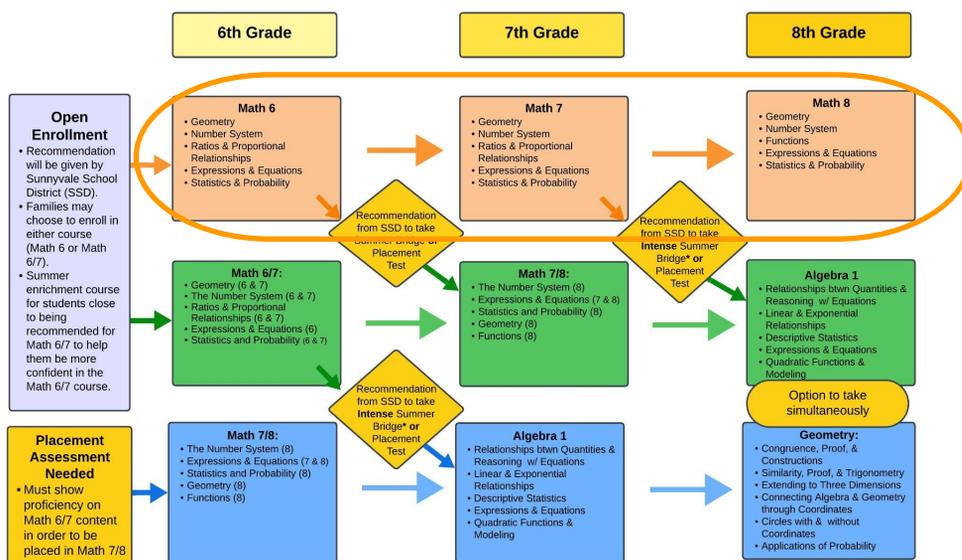
Overview of Middle School Math Pathways

Resumen de las Trayectorias de Matemáticas de la Escuela Intermedia



1. Now that we have a common understanding of the shifts in math education since Common Core Math, we can talk about our Middle School Math Pathways.
2. As mentioned before, ***all*** math courses in Common Core math expect more from students than before.
3. They expect students to think flexibly and problem solve new situations.
4. All of the courses in our Middle School Math Pathways is on grade level or above grade level.
5. All of our pathways lead to students meeting the A-G requirements to graduate high school and the requirements to apply for 4 year colleges.

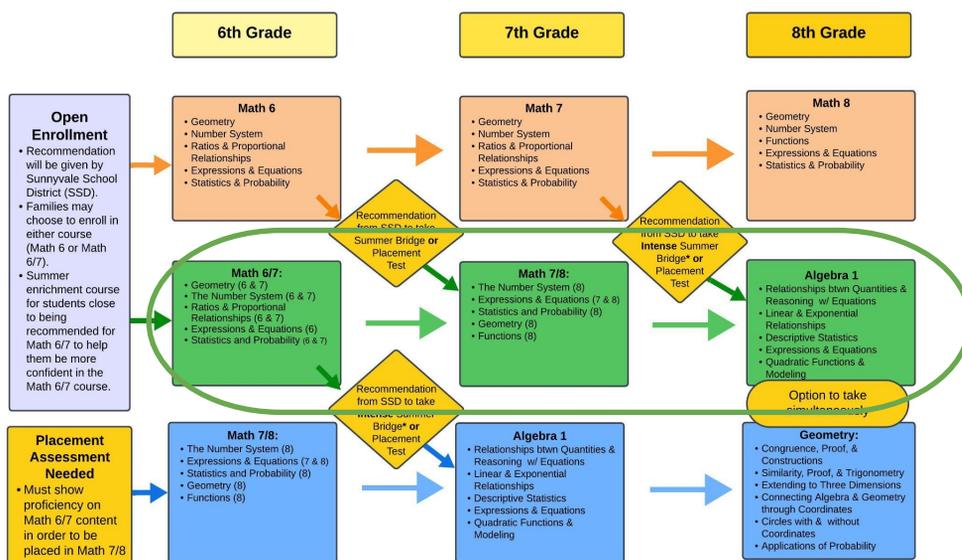
Sunnyvale School District Math Pathways



*Intense Summer Bridge courses for bridging into Algebra 1 will not be available until Summer 2026. Placement assessments are available in the mean time.

1. You can look at this flowchart in two ways, vertically by grade level or horizontally by pathway.
2. I'll start by talking about the chart horizontally, by pathway.
3. **The Orange Pathway (Common Core Recommended):**
 - a. The Orange Pathways is the recommended progression for middle school students per the Common Core.
 - b. In 6th grade, a students starts in Math 6, then progresses to Math 7, and then culminates in Math 8 in 8th grade.
 - c. Note that the concepts taught in Math 8 are what used to be taught in pre Common Core Algebra 1.

Sunnyvale School District Math Pathways



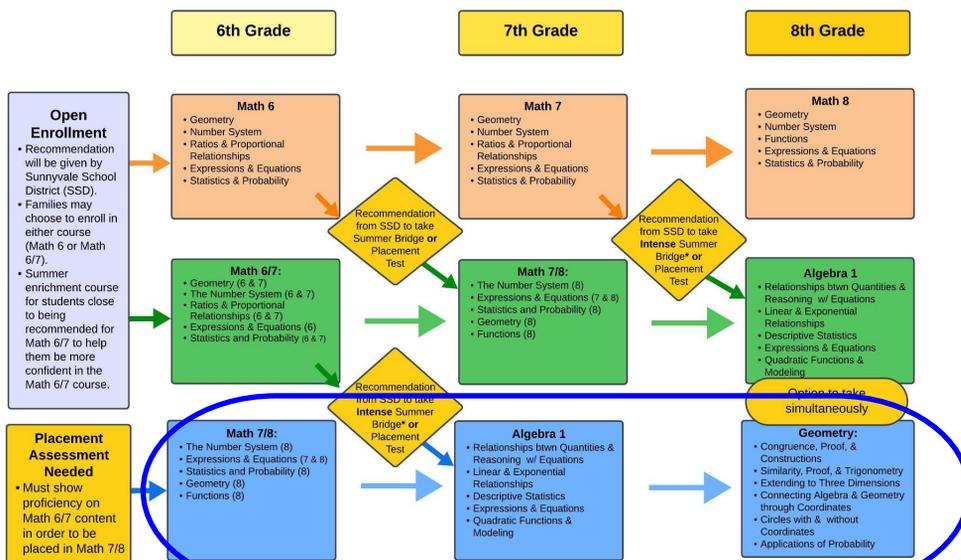
*Intense Summer Bridge courses for bridging into Algebra 1 will not be available until Summer 2026. Placement assessments are available in the mean time.

1. Now let's take a look at the Green Pathway:

- a. The Green Pathway is the Accelerated Math pathway outlined in the CA Math Framework and Common Core Math.
- b. In this pathway, students start in Math 6/7 as a 6th grader. This course is accelerated because it teaches 1.5 courses in 1 year. It teaches all of Math 6 and 1/2 of Math 7.
- c. In 7th grade, students progress to Math 7/8. In this course, students learn the rest of Math 7 and all of Math 8. As noted before, the concepts taught in Math 8 are what used to be taught in Algebra 1 before we switched to Common Core Math.
- d. A student then progresses to Algebra 1 as an 8th grader. Current Algebra 1 delves deeper into linear equations and functions (introduced in Math 8) and introduces quadratics.
 - i. The key difference between Common Core and pre-Common Core Algebra 1 lies in the depth of understanding required of students in these concepts to be able to explain why and the relationships of these concepts.
 - ii. Previously, students primarily focused on manipulating expressions, solving simple linear equations and inequalities, graphing basic linear functions, and

- i. memorizing formulas and procedures.
- b. Note that the current Algebra 1 is a high school level math course so students have accelerated 1 year of the high school math course.

Sunnyvale School District Math Pathways

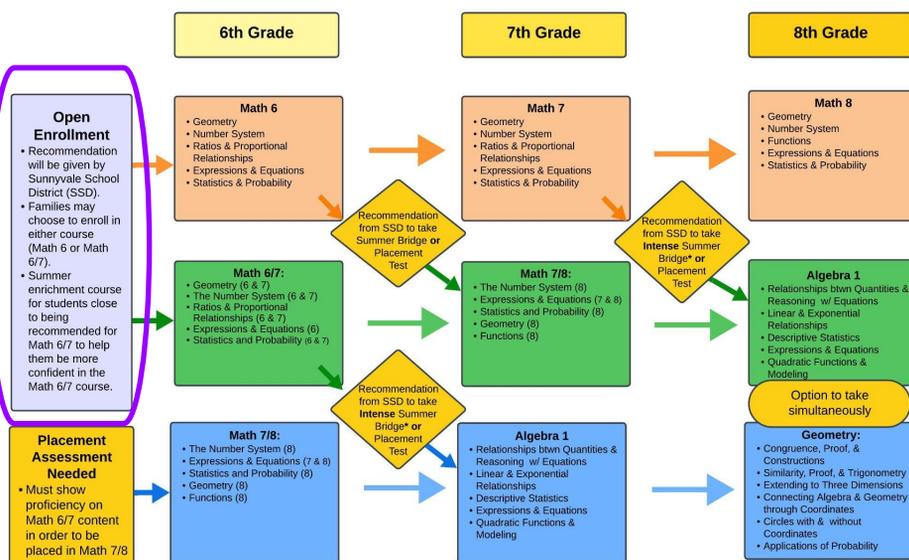


*Intense Summer Bridge courses for bridging into Algebra 1 will not be available until Summer 2026. Placement assessments are available in the mean time.

1. The last pathway is the Blue Pathway.

- a. The Blue Pathway allows students to accelerate two years in middle school and culminate in Geometry in 8th grade, which according to the Common Core, is a 10th grade math course.
- b. In this pathway, students start in Math 7/8 in 6th grade.
- c. They then progress to Algebra 1 in 7th grade
- d. And culminate in Geometry in 8th grade.

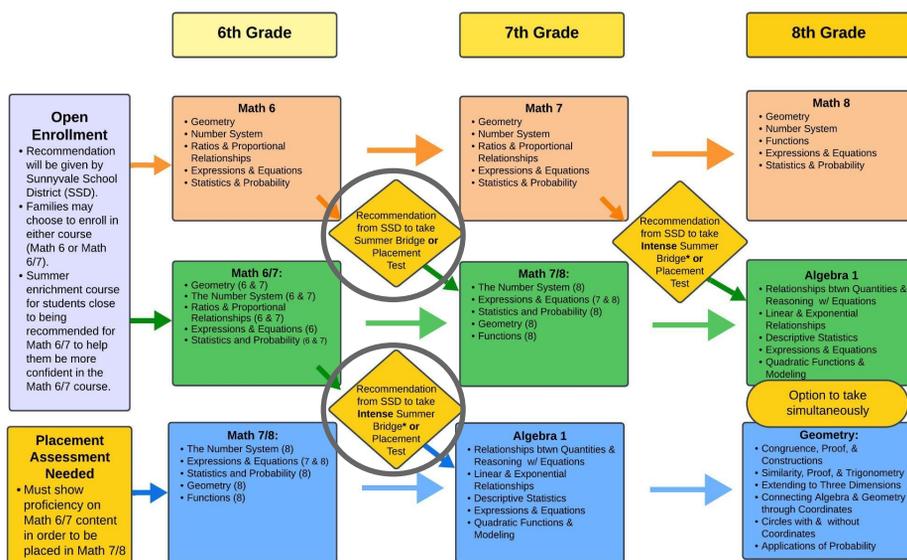
Sunnyvale School District Math Pathways



*Intense Summer Bridge courses for bridging into Algebra 1 will not be available until Summer 2026. Placement assessments are available in the mean time.

1. In three slides, we will go over how students are recommended and placed into the different accelerated courses and bridge courses.
2. But first I want to help you understand the yellow parallelograms, also known as the bridge options.
3. Now let's look at the chart vertically and talk about the bridge options.
 - a. **Bridge 1: Summer between 5th & 6th Grade**
 - i. The first bridge option occurs during the summer between 5th and 6th grade.
 - ii. In this bridge, we work with students who have been identified as being close to being recommended for Math 6/7 by strengthening their 5th grade math concepts and building their confidence in math.

Sunnyvale School District Math Pathways

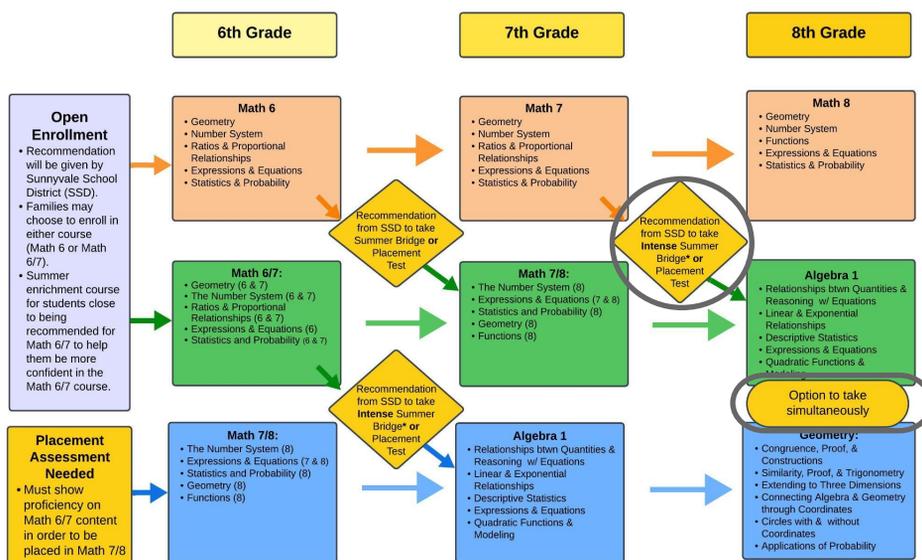


*Intense Summer Bridge courses for bridging into Algebra 1 will not be available until Summer 2026. Placement assessments are available in the mean time.

1. Bridge 2: Summer between 6th & 7th Grade

- a. The second bridge option happens the summer between 6th and 7th grade.
- b. **One bridge** is for students in **Math 6**. Here, students have the opportunity to bridge into Math 7/8 through either a 44 hour Summer Bridge course or Placement Assessment.
 - i. In this course, students will learn the 7th grade math concepts taught in Math 6/7 so that they can take Math 7/8 in the fall and not miss any concepts.
- c. **A second bridge** is for students in **Math 6/7**. Here, students have the opportunity to bridge into Algebra 1 through either a 135 hour Summer Bridge course or a Placement Assessment. The reason this is 135 hours is because students have to learn 1.5 years of content in a summer.

Sunnyvale School District Math Pathways



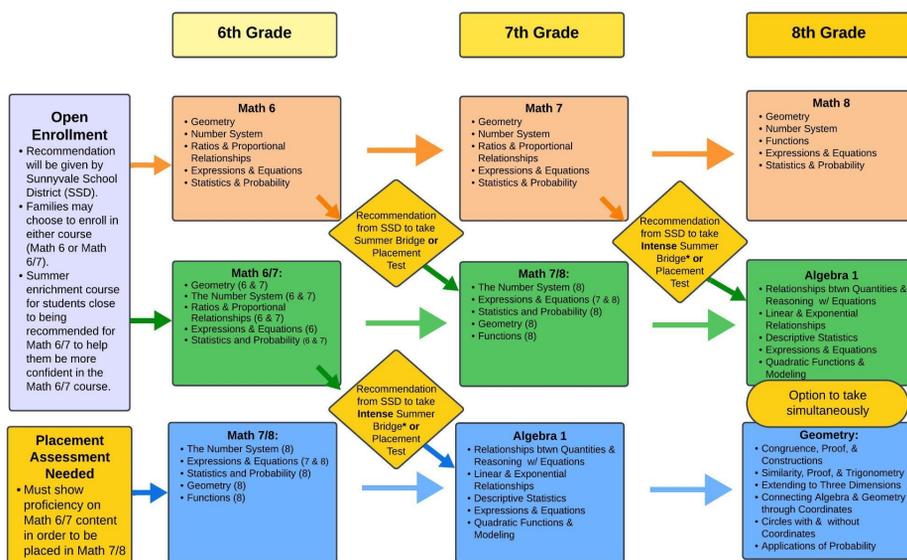
*Intense Summer Bridge courses for bridging into Algebra 1 will not be available until Summer 2026. Placement assessments are available in the mean time.

1. Bridge 3: Summer between 7th & 8th Grade

- a. The third bridge opportunity comes during the summer between 7th and 8th grade.
 - b. Here students in **Math 7** have the opportunity to bridge into Algebra 1 by either taking a 135 hour Summer Bridge course or a Placement Assessment.
 - c. This 135 hour Bridge into Algebra course is the same course students bridging from Math 6/7 to Algebra will take.
2. There is no bridge into Geometry because Algebra 1 is a foundational math course and we can not justify teaching it in one summer course and truly have students set up for success in all future math courses.
 3. If students really do want to take Geometry in 8th grade and have not taken Algebra 1, they do still have the option to take it simultaneously with Algebra but we don't recommend that.
 4. **Key Points to highlight:**
 - a. All of the courses in our Middle School Math Pathways is on grade level or above grade level.
 - b. All of our pathways lead to students meeting the A-G requirements to graduate high school and the requirements to apply for 4 year colleges.
 - c. **All** of math courses expect more from students than when we

- a. were in school learning math.
- b. They expect students to think flexibly and problem solve new situations.

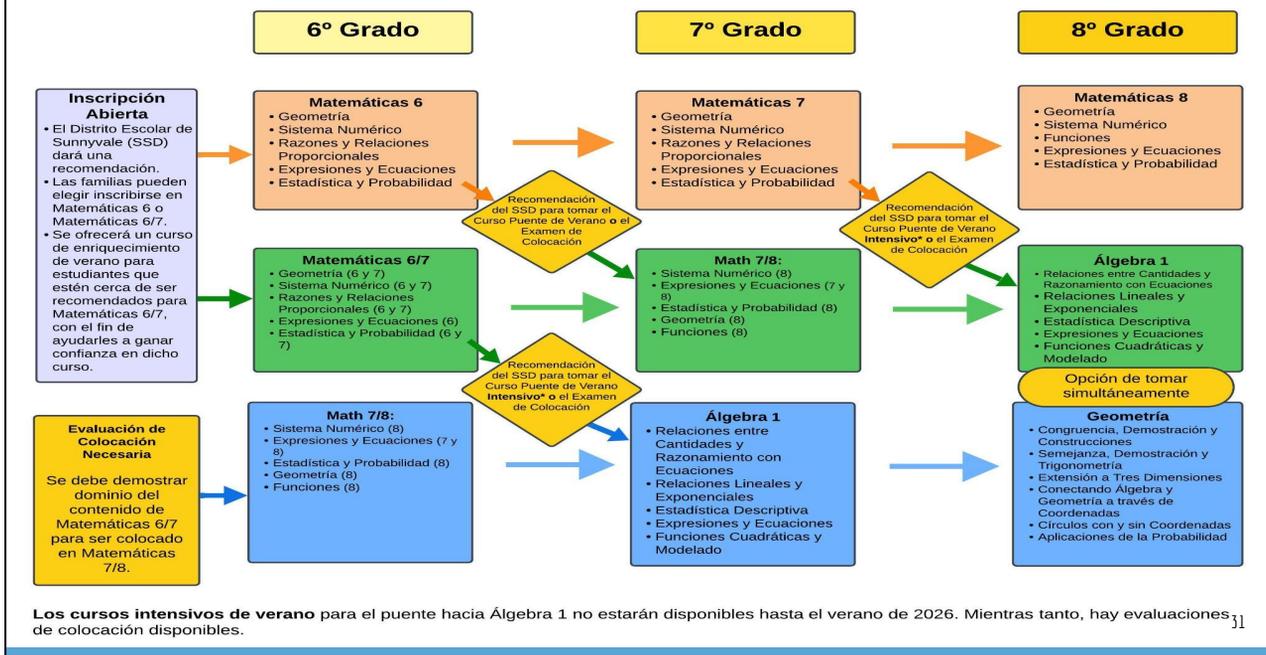
Sunnyvale School District Math Pathways



*Intense Summer Bridge courses for bridging into Algebra 1 will not be available until Summer 2026. Placement assessments are available in the mean time.

1. I just gave a lot of information about the different pathways and bridge options. The key points to remember are:
 - a. All of the courses in our Middle School Math Pathways is on grade level or above grade level.
 - i. The Orange Pathway is the grade level path, culminating in Math 8 in 8th grade.
 - ii. The Green Pathway is 1 year of acceleration culminating in Algebra 1 in 8th grade
 - iii. The Blue Pathway is 2 years of accelerating culminating in Geometry in 8th grade
 - b. All of our pathways lead to students meeting the A-G requirements to graduate high school and the requirements to apply for 4 year colleges.
 - c. **All** of math courses expect more from students than when we were in school learning math. They expect students to think flexibly and problem solve new situations.

Trayectorias de Matemáticas del Distrito Escolar de Sunnyvale



1. Pueden observar este diagrama de flujo **verticalmente** por nivel de grado u **horizontalmente** por trayectoria.
2. Comenzaré hablando del gráfico **horizontalmente, por trayectoria**.
3. La **Trayectoria Naranja** es la trayectoria recomendada para los estudiantes de la escuela intermedia según Common Core.
 - a. En 6.º grado, un estudiante comienza en **Matemáticas 6**, luego progresa a **Matemáticas 7** y finaliza en 8.º grado en **Matemáticas 8**.
 - b. Tengan en cuenta que los conceptos que se enseñan en Matemáticas 8 son los que solían enseñarse en Álgebra 1 antes de la implementación de Common Core.
4. La **Trayectoria Verde** es la trayectoria de Matemáticas Aceleradas descrita en el Marco de Matemáticas de CA y Common Core. En esta trayectoria, los estudiantes comienzan en **Matemáticas 6/7** como estudiantes de 6.º grado. Este curso es acelerado porque enseña 1.5 cursos en 1 año. Enseña todo el contenido de Matemáticas 6 y la mitad de Matemáticas 7.
 - a. En **Matemáticas 7/8**, los estudiantes aprenden el resto de Matemáticas 7 y todo el contenido de Matemáticas 8. Como se señaló anteriormente, los conceptos que se enseñan en Matemáticas 8 son los que solían enseñarse en Álgebra 1 antes de que cambiáramos a Common Core.
 - b. Luego, un estudiante toma **Álgebra 1** como estudiante de 8.º grado. El

- a. Álgebra 1 actual profundiza en las ecuaciones y funciones lineales (introducidas en Matemáticas 8) e introduce las cuadráticas.
 - b. La diferencia clave entre Common Core y Álgebra 1 anterior a Common Core radica en la **profundidad de comprensión** que se requiere de los estudiantes en estos conceptos para poder **explicar el por qué y las relaciones** de estos conceptos.
 - c. Anteriormente, los estudiantes se enfocaban principalmente en manipular expresiones, resolver ecuaciones e inecuaciones lineales simples, graficar funciones lineales básicas y memorizar fórmulas y procedimientos.
 - d. Tengan en cuenta que el Álgebra 1 actual es un curso de matemáticas de nivel de escuela secundaria, por lo que los estudiantes se han acelerado 1 año del curso de matemáticas de la escuela secundaria.
2. La **Trayectoria Azul** permite a los estudiantes acelerar dos años en la escuela intermedia y finalizar en **Geometría** en 8.º grado, que según Common Core, debería ser un curso de matemáticas de 10.º grado.
- a. En esta trayectoria, los estudiantes comienzan en **Matemáticas 7/8** en 6.º grado.
 - b. Luego progresan a **Álgebra 1** en 7.º grado.
 - c. Y terminan en **Geometría** en 8.º grado.
3. En tres diapositivas, repasaremos cómo se recomienda y se coloca a los estudiantes en los diferentes cursos acelerados y cursos puente.
4. Primero, quiero ayudarlos a comprender los **paralelogramos amarillos**, también conocidos como las opciones puente.
5. Ahora, veamos el gráfico **verticalmente** y hablemos de las opciones puente.
- a. La **primera opción puente** ocurre el verano entre 5.º y 6.º grado.
 - i. En este puente, trabajamos con estudiantes que han sido identificados como **cercanos a ser recomendados** para Matemáticas 6/7 al fortalecer sus conceptos matemáticos de 5.º grado y desarrollar su **confianza** en matemáticas.
 - b. La **segunda opción puente** ocurre el verano entre 6.º y 7.º grado.
 - i. Aquí, los estudiantes en **Matemáticas 6** tienen la oportunidad de pasar a **Matemáticas 7/8** a través de un curso de **Verano Puente de 45 horas** o una **Evaluación de Colocación**. En este curso, los estudiantes aprenderán los conceptos de matemáticas de 7.º grado enseñados en Matemáticas 6/7 para que puedan tomar Matemáticas 7/8 en el otoño y no perderse ningún concepto.
 - ii. Durante este verano, los estudiantes en **Matemáticas 6/7** tienen la oportunidad de pasar a **Álgebra 1** a través de un

- i. curso de **Verano Puente de 150 horas** o una **Evaluación de Colocación**. La razón por la que esto es de 150 horas es porque los estudiantes tienen que aprender 1.25 años de contenido en un verano.
 - b. La **tercera oportunidad puente** se presenta durante el verano entre 7.º y 8.º grado.
 - i. Aquí los estudiantes en **Matemáticas 7** tienen la oportunidad de pasar a **Álgebra 1** tomando un curso de **Verano Puente de 150 horas** o una **Evaluación de Colocación**. La razón por la que esto es de 150 horas es porque los estudiantes tienen que aprender todo el contenido de Matemáticas 8 en un verano.
 - ii. No hay un puente a **Geometría** porque Álgebra 1 es un curso de matemáticas fundamental y no podemos justificar enseñarlo en un verano y verdaderamente preparar a los estudiantes para el éxito en todos los demás cursos de matemáticas si tuvieran que aprenderlo tan rápidamente.
 - iii. Si los estudiantes realmente quieren tomar Geometría en 8.º grado y no han tomado Álgebra 1, todavía tienen la opción de tomarlo simultáneamente con Álgebra, pero no lo recomendamos.
- 2. Puntos Clave a destacar:**
- a. Los cursos son todos **los mismos** que antes.
 - b. Lo que ha cambiado es **cómo los estudiantes pueden llegar a Álgebra en 8.º grado y Geometría en 8.º grado**.
 - c. Hemos **creado más puntos de entrada a Álgebra** que antes.
 - d. También hemos **creado una trayectoria** para los estudiantes que desean tomar Geometría en 8.º grado para que puedan tomarla como su única clase de matemáticas en 8.º grado, de modo que también puedan tener una asignatura optativa.

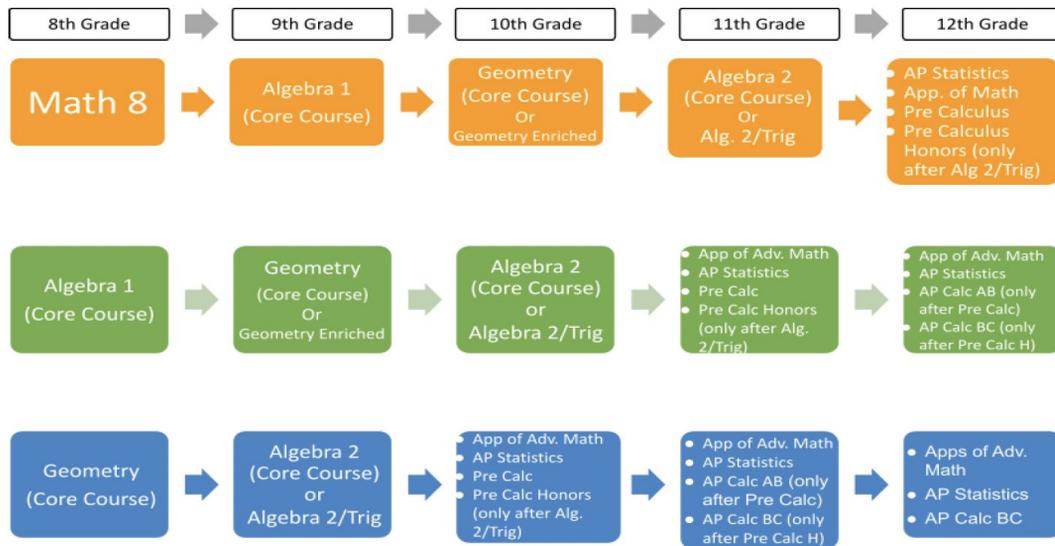
What does this look like in high school?

¿Qué implicaciones tiene esto en la escuela
secundaria?



1. Some of you may be asking the question, “What do these courses lead to in high school?”
2. You’re in luck, we’ll do an overview of the different math courses offered in high school depending on where you end in middle school.

Fremont Union High School District Math Pathways



1. Please note that our district does not set the high school math pathways. They are a different district.
2. The high school district has also been working on making their math pathways more open to students.
3. No matter what pathway a student is on (Orange, Green, or Blue), students all have the opportunity to take an AP math class and/or an honors math class during their time in high school.
4. When your student is going into high school, their high school guidance counselor will provide more information on what math courses your students should take.
5. Note, the colors on this flowchart are the same as our colors.
 - a. The Orange is the grade level pathway. Here students still have the opportunity to take Pre-Calculus Honors and AP Statistics in 12 grade, which are considered a prestigious class. AP classes are considered college level courses.
 - b. The Green path is the Accelerated pathway where students end in Algebra in 8th grade. On this pathway students get to take Pre-Calc in 11th grade so that they can take Calculus in 12th grade.
 - c. The Blue path is the double accelerated pathway. In this pathway, students can take Pre-Calc in 10th grade, Calc in 11th

a. grade and another math class in 12th grade.

Enrollment Process in Different Math Courses

Proceso de Inscripción en Diferentes Cursos de Matemáticas



1. Now that you've had a chance to hear the overview of the different math pathways, we will now go into more details about how a student is may enroll in each course.

Rising 6th Grade Students

1. **Open Enrollment into Math 6 or Math 6/7.**
 - a. District will make recommendation based on two data points, Fall and Winter District Math Benchmark Assessment (NWEA).
 - b. Family and student may decide to follow recommendation or enroll in a different course.
2. **Placement into Math 7/8 is based on student passing the Math 7/8 Placement Assessment.**
 - a. District will make *recommendation to take placement assessment* based on Fall and Winter NWEA scores.
 - b. Placement assessment is open to all students
 - c. Highly suggest students who are scoring in the *95th percentile and above on NWEA* to take the placement assessment.

Estudiantes que ingresan al 6.º grado

1. **Inscripción abierta en Matemáticas 6 o Matemáticas 6/7.**
 - a. El Distrito hará una recomendación basándose en dos puntos de datos: las evaluaciones de referencia de matemáticas del Distrito de otoño e invierno (NWEA).
 - b. La familia y el alumno pueden elegir seguir la recomendación o tomar un curso distinto.
2. **La ubicación en Matemáticas 7/8 depende de la aprobación del estudiante en la Evaluación de Colocación de Matemáticas 7/8.**
 - a. El Distrito hará una recomendación basándose en dos puntos de datos: las evaluaciones de referencia de matemáticas del Distrito de otoño e invierno (NWEA).
 - b. La evaluación de colocación está abierta a todos los estudiantes.
 - c. Se sugiere encarecidamente a los estudiantes que obtengan una puntuación en el percentil 95 o superior en el NWEA que tomen la evaluación de colocación.

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1. In the 6th grade, students have the option to enroll in either Math 6 or Math 6/7. We refer to this as Open Enrollment.
2. Our district provides a course recommendation to families in the spring of their child's 5th-grade year.
3. This recommendation is based on two data points, the Fall and Winter NWEA score. NWEA is our district's math benchmark assessment.
4. No matter the recommendation, the student and the family ultimately have the final decision on which course—Math 6 or Math 6/7—the student should enroll in.
5. There is also a third math course for 6th grade students. This is Math 7/8.
 - a. In order for a student to be enrolled in Math 7/8 as a 6th grader, they must pass the Math 7/8 Placement Assessment.
 - b. We will make a recommendation for students to take this placement assessment based on their Fall and Winter NWEA scores.
 - c. **Even if your student isn't recommended to take this test, they can still take it. The assessment is open to all who want to take it.**
 - d. We must caution though, this assessment will be challenging for the majority of incoming 6th-grade students, as it evaluates

- a. proficiency in Math 6 and Math 7 content.
- b. Because we value a student's confidence in math greatly, we want to ensure students are fully prepared before attempting this assessment.
- c. In our experience, students who have scored in the 95th percentile or above on the NWEA typically possess the necessary foundational skills and problem-solving abilities to attempt the problems on this assessment.
- d. While not all of these students pass, they generally have the foundational math and reasoning skills required to engage productively with the problems.

Rising 7th Grade Students

1. Some students in **Math 6** will receive a recommendation letter from the district stating they are *eligible* to take either the Math 7/8 Summer Bridge or Math 7/8 Placement Assessment.
 - a. Placement Assessment is open to all students.
 - b. Enrollment into Math 7/8 is dependent on passing either the test or Bridge course.
2. Some students in **Math 6/7** will receive a recommendation letter from the district stating they are *eligible* to take either the Algebra Summer Bridge or Algebra Placement Assessment.
 - a. Placement Assessment is open to all students.
 - b. Enrollment into Algebra is dependent on passing either the test or Bridge course.
3. Students who are not recommended to take the Summer Bridge/Placement assessment will automatically be placed in the next course in sequence.

Estudiantes que ingresan al 7.º grado

1. Algunos estudiantes en **Matemáticas 6** recibirán una carta de recomendación del distrito indicando que son *elegibles* para tomar el curso de Verano Puente de Matemáticas 7/8 o la Evaluación de Colocación de Matemáticas 7/8.
 - a. La evaluación de colocación está abierta a todos los estudiantes.
 - b. La inscripción en Matemáticas 7/8 depende de aprobar el examen o el curso Puente.
2. Algunos estudiantes en **Matemáticas 6/7** recibirán una carta de recomendación del distrito indicando que son *elegibles* para tomar el curso de Verano Puente de Álgebra o la Evaluación de Colocación de Álgebra.
 - a. La evaluación de colocación está abierta a todos los estudiantes.
 - b. La inscripción en Álgebra depende de aprobar el examen o el curso Puente.
3. Los estudiantes no recomendados para el Verano Puente/evaluación de colocación serán colocados automáticamente en el siguiente curso de la secuencia.

1. For students entering 7th grade, there are two entry points into the accelerated math pathways.
2. One entry point leads to the Green Accelerated Pathway, which culminates in Algebra 1 in 8th grade.
 - a. Some students who were enrolled in Math 6 during their 6th grade year will receive a recommendation letter stating they are eligible to take either the Math 7/8 Summer Bridge course or the Math 7/8 Placement Assessment.
 - b. This eligibility recommendation is based on their Fall and Winter NWEA scores.
 - c. **Even if your student isn't recommended to take the Math 7/8 Placement Assessment, they can still take it.**
 - d. To be placed into Math 7/8 as a 7th grader, students must pass either the Math 7/8 Placement Assessment or the Math 7/8 Summer Bridge course.
3. The second entry point is into the Blue Accelerated Pathway, which culminates in Geometry in 8th grade.
 - a. Some students who were enrolled in Math 6/7 during their 6th grade year will receive a recommendation letter stating they are eligible to take either the Algebra Summer Bridge course or the Algebra Placement Assessment.

- a. This eligibility recommendation is also based on their Fall and Winter NWEA scores.
 - b. **Just like with the previous assessment, even if your student isn't recommended to take the Algebra Placement Assessment, they can still take it.**
 - c. To be placed into Algebra 1 as a 7th grader, students must pass either the Algebra Placement Assessment or the Algebra Summer Bridge course.
 - d. We want to note that the Algebra Placement Assessment and the Algebra Summer Bridge course require a high level of preparedness.
 - e. These options require students to demonstrate proficiency across one and a half grade levels of math content: the second half of Math 7 and all of Math 8.
 - f. Historically, students who successfully pass the Algebra Placement assessment typically demonstrate a strong mathematical and algebraic understanding, scoring at the very least in the 95th percentile or higher on the NWEA.
 - g. These students demonstrate the necessary foundational knowledge and advanced problem-solving skills needed to reason through the concepts covered in this assessment.
 - h. Similarly, students opting for the Summer Bridge course should already possess a high mastery of Math 6/7 content (scoring in the 95th percentile or higher on NWEA) and must be prepared to learn and apply complex algebraic concepts at a highly accelerated rate.
 - i. For reference, during the summer course, each unit of Math 7/8 content is taught and assessed in just two to three days.
2. Students who do not receive a recommendation for the Summer Bridge course or Placement Assessment will automatically be placed in the next course in the standard sequence.
 - a. For example: a student in Math 6 will advance to Math 7, or a student in Math 6/7 will advance to Math 7/8.

Rising 8th Grade Students

1. Some students in **Math 7** will receive a recommendation letter from the district stating they are eligible to take **either** the Algebra Summer Bridge or Algebra Placement Assessment.
2. Placement into Algebra 1 must be based on passing the Placement Assessment **or** passing the Summer Bridge Course.
3. Students in Math 7 who are not recommended to take the Summer Bridge or Placement assessment will automatically be placed in Math 8.

Estudiantes que ingresan al 8.º grado

1. Algunos estudiantes de **Matemáticas 7** recibirán una carta de recomendación del distrito indicando que son elegibles para tomar el Curso Puente de Verano de Álgebra o la Evaluación de Colocación de Álgebra.
2. La ubicación en Álgebra 1 depende de aprobar la Evaluación de Colocación o el Curso Puente de Verano.
3. Los estudiantes en Matemáticas 7 a los que no se les recomienda tomar el curso de Verano Puente o la evaluación de colocación serán colocados automáticamente en Matemáticas 8.

1. For students entering into 8th grade, there is one more opportunity to join the accelerated pathway, the Algebra 1 course.
2. Some students who are enrolled in Math 7 during their 7th grade year will receive a recommendation letter stating they are eligible to **either** take the Algebra Summer Bridge course or Algebra Placement Assessment.
3. This eligibility recommendation is based on their Fall and Winter NWEA score.
4. Students who are not recommended to take the Summer Bridge course or Placement assessment will be placed in the next course in the sequence, which in this case is Math 8.

Timeline for 2025 - 2026

Calendario para 2025 - 2026



1. Now that you have heard all about the Middle School Math Pathways and how students enroll into each of the math courses, let's go over the enrollment timeline for next school year.

Math Placement Recommendation & Assessment Dates

1. **2/11 - 2/13:** Families receive math placement recommendation letter for their **5th, 6th, and/or 7th** grade student.
2. **2/23 - 3/6:** Communication from middle schools regarding testing dates and times.
3. **3/9 - 4/9:** Register for Placement Assessment.
4. **4/20 - 5/3:** Math Placement Assessment window
5. **May 11 - 15:** Placement assessment results communicated to families.

Fechas de la Recomendación y Evaluación de Colocación de Matemáticas

1. **11 - 13 de febrero:** Las familias reciben la carta de recomendación de ubicación en matemáticas para su estudiante de 5º, 6º y/o 7º grado.
2. **23 de febrero - 6 de marzo:** Comunicación de las fechas y horarios de las pruebas de la escuela intermedia.
3. **9 de marzo - 9 de abril:** Inscripción para la Evaluación de Colocación.
4. **20 de abril - 3 de mayo:** Inscripción para la Evaluación de Colocación.
5. **11 - 15 de mayo:** Resultados de la evaluación de colocación comunicados a las familias.

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1. Here are the dates for the Math Placement Recommendation and Assessment.
 - a. February 11 - 13: Families will receive the math placement recommendation letter for their 5th, 6th, & 7th grade student.
 - b. February 23 - March 6: Middle Schools will communicate to families and students the testing dates and times for the placement tests.
March 9 - April 9: Register for Placement Assessment.
 - c. April 20 - May 3: Math Placement Assessment window
 - d. May 11 - 15: Placement assessment results to be communicated to students and families

Math 7/8 Summer Bridge Course

1. Only for rising 7th grade students
2. Must be recommended in order to enroll in course.
 - a. Eligibility is based on one of the following:
 - i. Fall and Winter NWEA score
 - ii. Specific score range on Math Placement Assessment
3. 44 hours of instruction
4. Exact dates still to be determined
5. Historically:
 - a. 1 hour of instruction either before or after school from mid May to first week in June.
 - b. 3 - 4 hours a day, 5 days a week during first 2 weeks of summer vacation.

Curso de Verano Puente de Matemáticas 7/8

1. Solo para estudiantes que ingresan a 7.º grado
2. Debe ser recomendado para inscribirse en el curso.
 - a. La elegibilidad se basa en uno de los siguientes criterios:
 - i. Puntuación de NWEA de otoño e invierno
 - ii. Rango de puntuación específico en la Evaluación de Colocación de Matemáticas
3. 44 horas de instrucción
4. Las fechas exactas están por determinarse
5. Históricamente:
 - a. 1 hora de instrucción, ya sea antes o después de la escuela, desde mediados de mayo hasta la primera semana de junio.
 - b. 3 a 4 horas de lunes a viernes durante las primeras dos semanas de las vacaciones de verano.

1. Some of you have also asked about the dates and times for the two different Summer Bridge courses.
2. First, the Bridge into **Math 7/8** course:
 - a. This course is only for rising 7th grade students.
 - b. A student needs to be recommended for the Summer Bridge course in order to be enrolled in it.
 - i. Eligibility for this course is based on either the student's Fall and Winter NWEA score or a specific score range on the Math Placement assessment.
 - c. There is 44 hours of instruction for this course
 - d. The exact dates are still being determined
 - e. Historically it's been:
 - i. 1 hour of instruction either before or after school from mid May to first week in June.
 - ii. 3 - 4 hours 5 days a week during the first two weeks of summer vacation.

Summer Bridge into Algebra Course

1. For rising 7th and 8th grade students only
2. Must be recommended in order to enroll in course.
 - a. Eligibility is based on one of the following:
 - i. Fall and Winter NWEA score
 - ii. Specific score range on Math Placement Assessment
3. 120 - 135 hours of instruction
4. Exact dates and times still to be determined
5. Possible format:
 - a. 3 weeks of instruction either before or after school before the end of the school year.
 - b. 5 - 6 hours a day, 5 days a week, for 5 weeks of summer vacation.

Curso de Verano Puente a Álgebra

1. Solo para estudiantes que ingresan a 7.º y 8.º grado
2. Debe ser recomendado para inscribirse en el curso.
 - a. La elegibilidad se basa en uno de los siguientes criterios:
 - i. Puntuación de NWEA de otoño e invierno
 - ii. Rango de puntuación específico en la Evaluación de Colocación de Matemáticas
3. 135 horas de instrucción
4. Las fechas y horas exactas aún están por determinarse
5. Formato posible:
 - a. 3 semanas de instrucción, ya sea antes o después de la escuela, desde mediados de mayo hasta la primera semana de junio.
 - b. 5 a 6 horas de lunes a viernes durante 5 semanas de las vacaciones de verano.

1. For the Bridge into **Algebra** course:
 - a. This course is for rising 7th and 8th grade students only
 - b. The student must be recommended in order to enroll in this course.
 - i. Eligibility for this course is based on **either** the student's Fall and Winter NWEA score or a specific score range on the Math Placement assessment.
 - c. There is 120 -135 hours of instruction.
 - d. The exact dates and details are still being worked out. There are many factors to consider, such as the number of students who are eligible and the areas of support needed.
 - e. Possible format:
 - i. 3 weeks of instruction either before or after school before the end of the school year.
 - ii. 5 - 6 hours a day, five days a week for 5 weeks of summer vacation



Questions and Answers

Preguntas y respuestas



1. We are now going to open the time up to questions.

Expectations for Q & A Time

1. This time is for asking questions about SSD's Middle School Math Pathways and Placement Process.
2. Ask question by either:
 - a. Using "Raise Hand" feature on Zoom
 - b. Type question into Q&A

Expectativas para el momento de preguntas y respuestas

1. Este es el momento para hacer preguntas sobre las Trayectorias de Matemáticas y el Proceso de Colocación de la Escuela Intermedia del SSD.
2. Hacer una pregunta mediante una de las siguientes acciones:
 - a. Usar la función "Raise hand" (Levantar la mano) en Zoom.
 - b. Escribir una pregunta en la casilla de conversación.



1. To help make sure we answer your questions, here are some logistics to how we will structure this time,
2. This time is meant for asking questions about the Middle School Math Pathways and Enrollment Process.
3. You may ask questions orally or in the Q&A "chat"

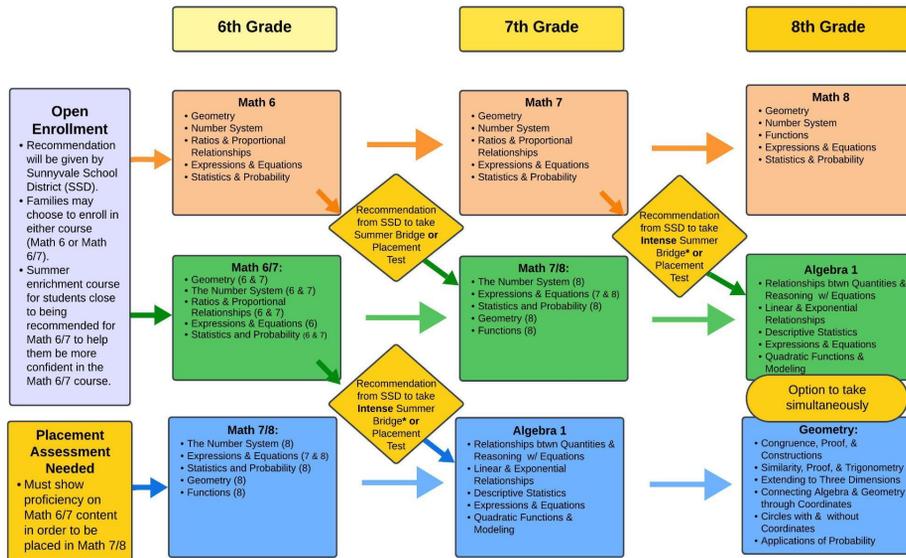
Tonight's Presentation is located at:
La presentación de esta noche será
en:

www.sesd.org/Page/5872



1. This is a reminder that tonight's presentation is available on our district website at <http://www.sesd.org/Page/5872> .
2. La presentación de esta noche se publicará en el sitio web del Distrito Escolar de Sunnyvale en <http://www.sesd.org/Page/5872>.
3. I will also put this link in the Chat again.

Sunnyvale School District Math Pathways



*Intense Summer Bridge courses for bridging into Algebra 1 will not be available until Summer 2026. Placement assessments are available in the mean time.

For reference



SUNNYVALE
SCHOOL DISTRICT