

FPS Math Placement Review Process:

5th grade - 8th grade

Falmouth Vision for Math Students

Our goal is to create a community where all students feel confident in engaging with mathematics as critical thinkers and problem-solvers. We aim to help students develop a deep understanding of mathematical concepts and the ability to apply them to real-world situations, fostering a lasting appreciation for the value and beauty of math.

How is Accelerated Math Different from General Math?

- Both the accelerated and the general math courses address the same content and practice standards, use the same curricular materials, and are taught by the same certified math teachers
- Lessons and units in the accelerated courses are “compacted”. Students in the accelerated courses move through the content at a more accelerated pace than the general education math courses.
- The accelerated students complete four courses of math in three years. If they remain in the accelerated course through MS, they will complete Alg. 1 in grade 8.
- If 6th or 7th grade students move from general math class to the accelerated class in the next school year, they are expected to complete summer work.

What is the Placement Process?

- The Placement Team meets in the spring of each year to review student data in grades 5-8 and make recommendations for the following year.
- Data collection is ongoing and includes unit tests, homework, formative check-ins and standardized assessments.
- Students recommended for the accelerated math courses will be notified in June.
- All rising 6th-grade students will continue to be closely observed during the first 6-8 weeks of middle school. The team will reconvene to review placement and to incorporate fall performance and assessment data.
- 7th and 8th students who qualify and are interested in moving from general math to the accelerated classes are required to complete additional summer work to ensure placement is a match and is supporting student success.

What Data is Included in the Review Process?

Rising 6th - 8th grade students are placed in mixed ability math classes unless a student qualifies for accelerated placement. **Students must meet at least 3 out of 4 criteria to qualify for the accelerated class:**

- Two out of three most recent state assessments are 90th%ile or higher
- Most recent iReady math diagnostic score of 90th%ile or higher
- End of unit test scores - minimum 90% average in 5th (A-B+ average in 7th-8th w/o retakes)
- Teacher Rating Scale indicates strong procedural fluency and habits of work

What is Required to Maintain Placement in an Accelerated Course?

- Demonstrate a genuine interest in mathematics (e.g., Seeks math challenges, classwork generally exceeds expectations)
- Demonstrate procedural fluency: "the ability to apply procedures efficiently, flexibly, and accurately; to transfer procedures to different problems and contexts; to build or modify procedures from other procedures; and to recognize when one strategy or procedure is more appropriate to apply than another" (NCTM, 2014; 2020)
- Demonstrate the ability to move quickly through the course material and retain it, to master concepts with the pace of the course, and to work independently and in small groups

Who is the Referral Team?

- Grade 5 teacher(s)
- Learning Strategist
- Math RTI Teacher
- Director of Learning
- MS Principal
- MS counselor
- Elementary Math coach
- Elementary GT/Chapter 104 Teacher
- MS math teachers

Resources and Research that Guide our Process

- [NCTM - Why and how: Do students truly understand the concepts behind the procedures?](#)
- [NCTM - Mathematics Learning: A Journey, Not a Sprint](#)
- [Procedural Fluency - Reasoning and Decision-Making, Not Rote Application of Procedures](#)
- [IM - Guidance for Accelerating Students in Mathematics](#)
- [When are Students Ready for Alg I?](#)

FPS Math Pathways

Students are required to earn 3 credits in HS math to demonstrate proficiency in the math graduation expectations.

FPS Mathematics Pathways

The typical math pathways are included below. These pathways are continually reviewed. It is possible for students to move between these pathways.

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Pathway 1	6th Grade General or Accelerated Math	7th Grade Math	8th Grade Math	Algebra I	Geometry	Algebra II	SMCC Concurrent Quantitative Reasoning or, Statistics, or Intro to Precalculus
Pathway 2	6th Grade General or Accelerated Math	7th Grade Math	8th Grade Math	Algebra I Honors	Geometry Honors (option to double with Algebra II Honors)	Algebra II Honors	Honors Precalculus or, AP Statistics
Pathway 3	6th Grade General or Accelerated Math	7th Grade Accelerated	8th Grade Alg I	Geometry Honors	Algebra II Honors	Honors Precalculus or, AP Statistics	AP Statistics or, AP Calculus AB* or, AP Calculus BC*
Pathway 4	6th Grade General or Accelerated Math	7th Grade Accelerated	8th Grade Alg I	Geometry Honors & Algebra II Honors	Honors Precalculus or, AP Statistics	AP Statistics or, AP Calculus AB* or, AP Calculus BC*	AP Statistics or, AP Calculus AB* or, AP Calculus BC*

FHS Honors options

The honors mathematics curriculum is a rigorous four-course sequence, with elevated expectations. Students with a strong passion for challenging themselves beyond the basics and a high level of motivation in mathematics should consider enrolling in honors courses. Those in honors classes are expected to think creatively and explore concepts in depth.

FHS Math Team

Participating in the Math Team gives students a clear advantage in both their current and future math studies. Honors students, beginning in grade 9, are strongly encouraged to become active members of the Math Team. This experience introduces younger students to topics and techniques that will challenge them in upcoming courses. For upper-level students, it offers a chance to stay engaged with all areas of mathematics, not just those covered in their current coursework.