SOMS Middle School Math Placement

Each middle school offers 2 advanced level math courses at every grade level. Please see the charts below for requirements to enter into advanced math courses.

Students new to the district who are not able to provide testing data from their preview school will need to take the IOWA Math Assessment and the CogAT test in order to be placed into an above grade-level course.

Consideration for moving students up based on new scores will be by the end of September and is dependent on available space.

All appeals must be submitted through the district Google Form with appropriate documentation uploaded. To obtain the Appeals Form link, please email the student's counselor. All appeals decisions will be made by the District Appeals Committee.

The following are expectations for students in advanced math courses:

- Working with academic honesty
- When working independently, completes work on time consistently
- Work in a mature and independent manner, whether inside or outside of the classroom
- Independently check for missing work after an absence
- Participate thoughtfully in class discussions by providing insightful feedback to teachers and peers, and questioning in a respectful way
- Be actively involved in group work to build upon each other's strengths
- Regular attendance is expected and critical due to the rigorous curriculum, fast pace and classroom interactions involved in any advanced math course

6th Grade Math Placement

Students will be placed in the highest class where they meet 2 of 3 criteria.
Scores falling below the cutoff, even by one point, will not be considered. Scores must completely fall within the outlined percentage range to meet criteria.

	5th Grade Spring iReady Composite (or comparable universal screener)	3rd Grade CogAT Quantitative Composite	4th Grade KSA Data
6th Grade Math	74th percentile or below	74th percentile or below	74th percentile or below
6/7 Integrated	75th-89th percentile	75th-89th percentile	75th-89th percentile
6th Grade Pre-Algebra	90th Percentile or above	90th percentile or above	90th percentile or above

The most recent iReady, CogAT & KSA Data will be used to determine placement.

- Students will be moved to a lower math class if:
    - Student earns below an 80% on half or more of their summative assessments on the first attempt throughout Fall semester. (Class change will occur by January 1st)
    - Student earns below an 80% on half or more of their summative assessments on the first attempt throughout Spring semester. (Class change will occur following year)
    - Student earns overall grade below 80% in the class at the end of the year. (Class change will occur starting following year)

7th Grade Placement

Students will be placed in the highest class where they meet 3 of 4 criteria and have demonstrated mastery of prerequisite skills.

Scores falling below the cutoff, even by one point, will not be considered. Scores must completely fall within the outlined percentage range to meet criteria.

	6th Grade Spring iReady Composite (or comparable universal screener)	6th Grade CogAT Quantitative Composite	5th Grade KSA Data	Teacher Recommendation
7th Grade Math	74th percentile or below	74th percentile or below	74th percentile or below	-
7th Grade Pre-Algebra	75th-89th percentile	75th-89th percentile	75th-89th percentile	Recommended
7th Grade Algebra 1*	90th Percentile or above	90th percentile or above	90th percentile or above	Recommended
**Students enrolled in the 7th Grade Algebra I course will receive a high school credit on their transcript. Anything lower than an 80% will require students to take Algebra 1 again as an 8th grader.*				

The most recent iReady, CogAT & KSA Data will be used to determine placement.

- Students will be moved to a lower math class if:
    - Student earns below an 80% on half or more of their summative assessments on the first attempt throughout Fall semester. (Class change will occur by January 1st)
    - Student earns below an 80% on half or more of their summative assessments on the first attempt throughout Spring semester. (Class change will occur following year)
    - Student earns overall grade below 80% in the class at the end of the year. (Class change will occur starting following year)

Teacher recommendations take into consideration, but are not limited to, the student's work ethic, study habits, ability to learn new concepts quickly, work completion, class attendance, higher-order thinking skills and knowledge of basic math facts.

8th Grade Placement

Students will be placed in the highest class where they meet 3 of 4 criteria and have demonstrated mastery of prerequisite skills.

Scores falling below the cutoff, even by one point, will not be considered. Scores must completely fall within the outlined percentage range to meet criteria.

	7th Grade Spring iReady Composite (or comparable universal screener)	6th Grade CogAT Quantitative Composite	6th Grade KSA Data	Teacher Recommendation
8th Grade Math	74th percentile or below	74th percentile or below	74th percentile or below	-
8th Grade Algebra 1*	75th-89th percentile	75th-89th percentile	75th-89th percentile	Recommended
**Students enrolled in the 8th Grade Algebra I course will receive a high school credit on their transcript. Anything lower than an 70% will require students to take Algebra 1 again as a 9th grader.*				
8th Grade Geometry*	90th Percentile or above	90th percentile or above	90th percentile or above	Recommended
**Students enrolled in the 8th Grade Geometry course will receive a high school credit on their transcript. Anything lower than an 70% will require students to take Geometry again as a 9th grader.*				

The most recent iReady, CogAT & KSA Data will be used to determine placement.

- Students will be moved to a lower math class if:
    - Student earns below an 80% on half or more of their summative assessments on the first attempt throughout Fall semester. (Class change will occur by January 1st)

Teacher recommendations take into consideration, but are not limited to, the student's work ethic, study habits, ability to learn new concepts quickly, work completion, class attendance, higher-order thinking skills and knowledge of basic math facts.

High School Credit Protocol

Middle school students wishing to earn a performance-based high school credit must note the following steps:

- It is the student's responsibility to find an accredited math course (ex: Bravel, Keystone School, KTE, JCPS E-School) and get pre-approval from the middle school principal.
- Following approval, the parents and students will have a meeting with the middle school counselor to discuss their rationale and goals for taking the course.
- The accredited math course can be taken as an incoming 8th grader or 9th grader (and beyond).
- This form and approval must be completed before the last day of the current school year.
- The students must present evidence of completion of the accredited Math course by August 1st (for example, transcript or final course grade)
- The student must achieve a 90% pass rate on a one time performance based credit exam provided by the high school math department. The student and parent will get with the school counselor prior to the end of the school year to schedule an exam date.
- Students must earn an overall score of 90% or greater on the placement exam to earn a course credit and be allowed to enroll in the subsequent math course. Students not earning the requisite score will continue their current track of math courses.
- The final grade awarded on the student's transcript will be the score earned on the one time performance based credit exam provided by the high school math department.
- The middle school math department is not responsible for providing a course curriculum or other tutoring services.
- If the performance-based credit awarded results in the student being placed in a high school course that is not offered at the middle school, this will be dependent on the scheduling logistics and space available.

Student Checklist:
Pre-Approval, Principal Signature _____
Accredited Course Name _____
Counselor Meeting Date and Time _____
Performance-Based Credit Exam Grade _____
Transcript Grade _____

I have read and understand the terms of this agreement:
Parent Signature _____
Student Signature _____
Middle School Math Teacher _____
Middle School Counselor _____
Middle School Principal _____

Teacher Feedback Items

Please give feedback about the following items related to the student's work in MATH:

Pacing

- The student works much slower than the rest of the class, 5- The student works much faster than the rest of the class

Study habits and work completion

- The student requires lots of support to complete assignments, 5- The student completes work independently

Attendance

- The student misses MANY days of school, 5 The student rarely misses school.

Higher-order thinking skills

- The student struggles with higher order thinking questions 5- The student regularly displays highly developed reasoning skills

Basic Math Facts

- The student struggles with math fact recall 5- The student has a strong command of basic math facts

Commentary

What additional information do you have to share about this student's math journey?