

Language Academy of Sacramento (LAS) v08.03.21

Mathematics Placement Criteria and College Preparatory Math (CPM) Pathways

At the Language Academy of Sacramento (LAS), our 6th-8th grade math classes have adopted College Preparatory Math (CPM) as the curriculum. Based on information learned from the publisher, as well as experts in the field, the following are the two math pathways that 6th-8th grade students can take while at LAS: Traditional CPM Math and Integrated CPM Math. Either pathway will prepare students to take Calculus and/or higher level mathematics in high school as students are able to challenge placements, even in high school, depending on their readiness and proficiency on the subject.

6th Grade (All students)
CPM Core Connections Course 1

Upon completion of above course, all students are evaluated based on the math data points criteria for next course placement:

Student's name: _____

	Math Data Points Criteria	Student meets minimum requirements	Your Child's Results	Met Minimum Criteria (Yes/No)
1	Diagnostic Exam (Administered beginning of 7 th)	80% or higher		
2	CPM Course 1: End of Year Grade	90% or higher		
3	California Assessment of Student Performance and Progress SBAC 6 th Math Result	Standard Met or Standard Exceeded		

Upon completion of Course 1, the following pathways are designed for Grade 7 and Grade 8:

- Students who meet two or more data points criteria above are placed in the Integrated Math Pathway.

Integrated Pathway
Grade 7: CPM Core Connections Course 2 & most of Course 3
Grade 8: Completion of CPM Core Connections Course 3 & Integrated I Course

- Students who meet less than two data points criteria above are placed in the Traditional Math Pathway.

Traditional Pathway
Grade 7: CPM Core Connections Course 2
Grade 8: CPM Core Connections Course 3

“Challenging” A Mathematics Course *(Adopted from SCUSD)*

The Common Core Mathematics Standards progressively build concepts and skills from one grade-level to the next. Every grade level is crucial for a student’s complete understanding of mathematics in the K-8 progression, and each grade level contains content that is *only* taught in that year and hence, is a building block for future math courses. *Research source: For information on accelerating students in Middle School Common Core Mathematics and why skipping content is not encouraged, see Appendix A, pgs. 80-81:*
http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf

LAS respects the right to challenge a course placement and is piloting a “Challenge Process” which will continue to be refined over the next few years to best serve our students.

Process and Guideline for Challenging a Mathematics Course:

STEP 1: A parent/guardian, teacher, or student (self) must submit a letter of recommendation stating the intent to challenge the current course placement **and** the reason for a LAS academic team review and reconsideration.

STEP 2: Once a recommendation is received, LAS academic team will review the student’s three math data points criteria qualifications and notify parents/guardians about the administration of a Challenge Test.

STEP 3: Students will be invited to take a Challenge Test to assess their ability to apply the skills and concepts from the mathematics course they wish to challenge, as well as their preparedness for the course in which they are seeking placement. *Students will be expected to show proficiency in the math content and practice standards, as well as demonstrate critical thinking and problem solving skills.*

STEP 4: LAS academic team will analyze each student’s Challenge Test scores, report card grades, CAASPP scores, MAP scores and letter of recommendation to make an appropriate course placement. LAS academic team decision is final.

STEP 5: Parents/guardians will be notified of the results.

Progress Monitoring

Given that mathematics is developmental in progression, if a student is observed to be struggling at the current placement (course grade of a C- or lower), the student may be placed in a more appropriate math course in order to build the necessary course foundation. Student progress in all Integrated Pathway math courses will be monitored based on results via course exams, at Semester 1 Progress Report 1, Semester 1 Report Card, and/or at Semester 2 Report Card. After reviewing math progress and course related data, any changes in student placement will be made in consultation with teachers, school leadership and parents.