

Val Verde USD

Exhibit

Middle School and High School Mathematics Placement Protocols

E 6152.1

Instruction

Student achievement in mathematics is important to prepare students for college and career, especially careers in the fields of science, technology, engineering, and mathematics (STEM). Appropriate placement in mathematics courses is important for a student during his or her middle and high school years. In order to ensure that teachers and guidance personnel advise students and parents on the importance of accurate mathematics course placement the following policies will be implemented.

Middle School Mathematics Placement Protocols for the end of Grade 5

Background: All elementary schools will administer the *CSU/UC Mathematics Diagnostic Testing Project (MDTP)-PREALGEBRA READINESS Assessment* at the end of fifth grade. The results will be used to determine appropriate placement and interventions for students as they enter grade 6 in the 2016-2017 school year.

The results of the *CSU/UC Mathematics Diagnostic Testing Project (MDTP)-PREALGEBRA READINESS Assessment* at the end of grade five, grades, results from the Math CAASPP Assessment and teacher recommendation, will be used to determine if students continue on the regular pathway – (Math-Grades 6, 7 and 8) or if students are ready for an accelerated pathway – (Math 6 CP, 7th Grade Accelerated Math, and 8th Grade Algebra I). The aggregate results of this examination will be presented to the School Board annually.

At the end of sixth grade, all students will take the *CSU/UC Mathematics Diagnostic Testing Project (MDTP)-PREALGEBRA READINESS Assessment* again to ensure proper placement of the student. Based on teacher recommendation, grades, and assessment results, students in 7th and 8th grade math will also have the opportunity to be reassessed in order to accelerate in mathematics courses for college and their future careers or to receive intervention in order to be more successful in their current math class.

MDTP*	
8	100-90
7	89.9-80
6	79.9-70
5	69.9-60
4	59.9-50
3	49.9-40
2	39.9-30
1	29.9-20
0	19.9-0

CAASPP*	
4	Exceeds Standards
3	Meets Standards
2	Nearly Met Standards
1	Standards Not Met

Trimester 2 Grade*	
4	A
3	B
2	C
1	D
0	F

*The MDTP assessment is based on an 8 point scale, CAASPP results are based on a 4 point scale and Trimester 2 Grades are based on a 4 point scale. The total point scale is 16 and every student will receive a score that will be used to place the student into the appropriate math class. The multiple measures approach will allow students access to high level math even if they only perform well on two of the three measures (One example scenario would be if a student earns a high MDTP score and a high classroom grade but performs low on the CAASPP. The student could still qualify for the accelerated pathway.). Students with 3 “green” scores would ensure placement into the accelerated pathway. Students with multiple “yellow” scores would need teacher feedback for placement and could be placed in either pathway.

All grade levels will administer at least one placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress.

Instructions: The *CSU/UC Mathematics Diagnostic Testing Project (MDTP)-PREALGEBRA READINESS Assessment* is a statewide project that develops, distributes, scores, and reports the results of tests that measure student readiness for mathematics courses based on strengths and weaknesses on various mathematical skills in order to ascertain the student’s skill set for readiness for College Prep coursework. These skills are based on the California Standards. The *MDTP* consist of 40 multiple-choice items. Scoring of the assessment is completed electronically.

I. Administration of the assessment

Between March 7-24, 2016, the *MDTP* will be administered to all 5th grade students (with the exception of students enrolled in life skills and autism for their math instruction). Unless, otherwise stated in a student’s IEP, the examination will be administered for approximately 90 minutes in one sitting.

II. Test Security

School administrators are responsible for maintaining the security and integrity of the examination. All individuals who have contact with secure testing materials must sign an affidavit. All signed affidavits will remain on the school site. One person at the school site should be designated as the *MDTP*

Coordinator. This person will be responsible for the security during the administration of the assessment.

III. Scoring of Placement Assessment

Scoring of assessments will be done by Cal State San Bernardino which offers a teacher report and a parent report for each student. Scan sheets will also be processed by EADMS so that the sites will have access to the results for data analysis and students' class placement.

IV. Use of Data

Results from the *MDTP* will be available to schools (teachers, counselors, and administrators) through the EADMS portal. The data will be reported by skill area. Teachers, support staff, and administrators at the middle schools will be able to view the results for their incoming 6th grade students in the current school year in EADMS. Data should be used to determine whether the students might be placed in an accelerated pathway, or continue in a regular pathway and to determine the need for intervention. One placement checkpoint will occur within the first month of the school year to ensure accurate placement and permit reevaluation of individual pupil progress. Aggregate pupil placement data will be collected annually by our STEAM Coordinator to ensure that pupils who are qualified to progress in mathematics courses are not being held back. This data will be reported to our School Board annually.

V. Parent or Legal Guardian Questions about Placement

If a parent or legal guardian has questions about their student's placement they should immediately contact the administrator of the middle school and multiple academic measures of the pupil's performance will be reviewed to ensure proper placement has occurred.

High School Mathematics Placement Protocols for the end of Grade 8

Background: All middle schools will administer the CSU/UC Mathematics Diagnostic Testing Project (MDTP) ALGEBRA READINESS Assessment at the end of eighth grade. The results will be used to determine appropriate placement and interventions for students as they enter High School in the 2016-2017 school year. Based upon multiple measures for placement, ninth grade students will be placed in either a yearlong Algebra course or a two-year Algebra course. **It is important to note that either placement will allow a student opportunity to meet UC/CSU A-G requirements for college application.**

The results of the CSU/UC Mathematics Diagnostic Testing Project (MDTP) ALGEBRA READINESS Assessment at the end of grade eight, transcript grades, results from the Math CAASPP Summative Assessment and teacher recommendation, will be used to determine if students are placed in the one-year or two-year Algebra course. The

aggregate results of this examination will be presented to the School Board annually. The scales listed below will create the composite score for students used to determine placement.

MDTP*	
8	100-90
7	89.9-80
6	79.9-70
5	69.9-60
4	59.9-50
3	49.9-40
2	39.9-30
1	29.9-20
0	19.9-0

CAASPP*	
4	Exceeds Standards
3	Meets Standards
2	Nearly Met Standards
1	Standards Not Met

Semester 1 Grade*	
4	A
3	B
2	C
1	D
0	F

* The MDTP assessment is based on an 8 point scale, CAASPP results are based on a 4 point scale and Semester 1 Grades are based on a 4 point scale. The total point scale is 16 and every student will receive a score that will be used to place the student into the appropriate math class. The multiple measures approach will allow students access to high level math even if they only perform well on two of the three measures (One example scenario would be if a student earns a high MDTP score and a high classroom grade but performs low on the CAASPP. The student would still qualify for the one-year Algebra pathway.). Students with at least 2 “green” scores would ensure placement into the Algebra I CP class. Students with multiple “yellow” scores would need teacher feedback for placement and could be placed in either pathway.

The multiple measures approach will allow students access to high level math even if they only perform well on two or three measures. A student with a higher MDTP score and high classroom grade could perform low on the CAASPP and still qualify for the one-year Algebra pathway. Teacher feedback on placement will also ensure that students are granted access to higher-level math pathways in high school.

Students placed in the two-year Algebra course will have an opportunity at the beginning of the school year to ensure proper placement. Teachers will administer at least one placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress.

Instructions: The *CSU/UC Mathematics Diagnostic Testing Project (MDTP) ALGEBRA READINESS Assessment* is a statewide project that develops, distributes, scores, and reports the results of tests that measure student readiness for mathematics courses based on strengths and weaknesses on various mathematical skills in order to ascertain the student’s skill set for readiness for College Prep coursework. These skills are based on the California Standards. The *MDTP* consist of 40 multiple-choice items. Scoring of the assessment is completed electronically.

I. Administration of the assessment

Between February 1-15, 2016, the *MDTP* will be administered to all 8th grade students (with the exception of students enrolled in life skills and autism for their math instruction). Unless, otherwise stated in a student's IEP, the examination will be administered for approximately 90 minutes.

II. Test Security

School administrators are responsible for maintaining the security and integrity of the examination. All individuals who have contact with secure testing materials must sign an affidavit. All signed affidavits will remain on the school site. One person at the school site should be designated as the *MDTP* Coordinator. This person will be responsible for the security during the administration of the assessment.

III. Scoring of Placement Assessment

Scoring of assessments will be done by Cal State San Bernardino which offers a teacher report and a parent report for each student. Scan sheets will also be processed by EADMS so that the sites will have access to the results for data analysis and students' class placement.

IV. Use of Data

Results from the *MDTP* will be available to schools (teachers, counselors, and administrators) through the EADMS portal. The data will be reported by skill area. Teachers, support staff, and administrators at the high schools will be able to view the results for their incoming 9th grade students in the current school year in EADMS. Data should be used to determine whether the students might be placed in a one-year or two-year Algebra course. One placement checkpoint will occur within the first month of the school year to ensure accurate placement and permit reevaluation of individual pupil progress. Aggregate pupil placement data will be collected annually by our STEAM Coordinator to ensure that pupils who are qualified to progress in mathematics courses are not being held back. This data will be reported to our School Board annually.

V. Parent or Legal Guardian Questions about Placement

If a parent or legal guardian has questions about their student's placement they should immediately contact the administrator of the middle school and multiple academic measures of the pupil's performance will be reviewed to ensure proper placement has occurred.