2013 - 2014

6th Grade Math Program Informational Meeting

Wednesday, January 22, 2014 @ 7:00 p.m.

&

Friday, January 24, 2014 @ 9:45 a.m.

Mr. Michael Richards
Principal, LMS

Dr. Christopher Herte
Mathematics/Science Supervisor 5-8

Mrs. Georgianna Kichura
Asst. Principal, LMS

Agenda

- Common Core Standards
- Curriculum
- EnVision Math Program & materials
- Activities
- Placement Process
- Your questions

Mathematics Program

- Overview
- Resources
  - Extra help
  - Study Guides
  - EnVision online textbook and resources
  - Odyssey
- Extra-curricular & Math related activities
  - Math Competitions & Games
    - Mathcounts
    - Math League Contest (February 2/25) –Math Teachers
    - Science League Contest -1-day contest (April)

Common Core Standards

- Aligned with college and work expectations
- Rigorous content and application of knowledge skills
- Built upon the strengths of current state standards
- Evidence and researched-based
- Informed by top-performing countries
- Website:
  - /http://www.corestandards.org/

Common Core State Standards

Mathematics Grades 6-8

	Grade 6	Grade 7	Grade 8
Ratios and Proportional Relationships	• Ratios • Unit rates	• Analyzing proportional relationships • Use proportional relationships to solve multi-step percent and ratio problems	• Irrational numbers • Use rational approximations of irrational numbers to compare sizes of irrational numbers
The Number System	• Operations including mult./divide fractions • The system of rational numbers	• The system of rational numbers • The system of real numbers	• The system of real numbers
Expressions and Equations	• Arithmetic and algebraic expressions • Reason & solve one-variable equations and inequalities • Analyze and represent quantitative relationships	• Use properties of operations to generate equivalent expressions • Solve real-life and mathematical problems using numeric and algebraic expressions and equations.	• Work with radicals and integer exponents • Connections between proportional relationships, lines, and linear equations • Analyze & solve linear equations and pairs of simultaneous linear equations
Functions			• Function concepts • Use functions to model relationships between quantities
Geometry	• Solve real world problems of area, surface area, and volume	• Congruence and similarity • Angles (supplementary, complementary, vertical, adjacent) and use to solve simple equations. • Solve real world problems of area, surface area, and volume	• Congruence and similarity • The Pythagorean Theorem • Plane and solid geometry
Statistics and Probability	• Variability and measures of central tendency • Summarizing and describing distributions	• Situations involving randomness • Random sampling to draw inferences about a population • Draw informal comparative inferences about two populations • Develop, use, evaluate probability models	• Patterns of association in bivariate data

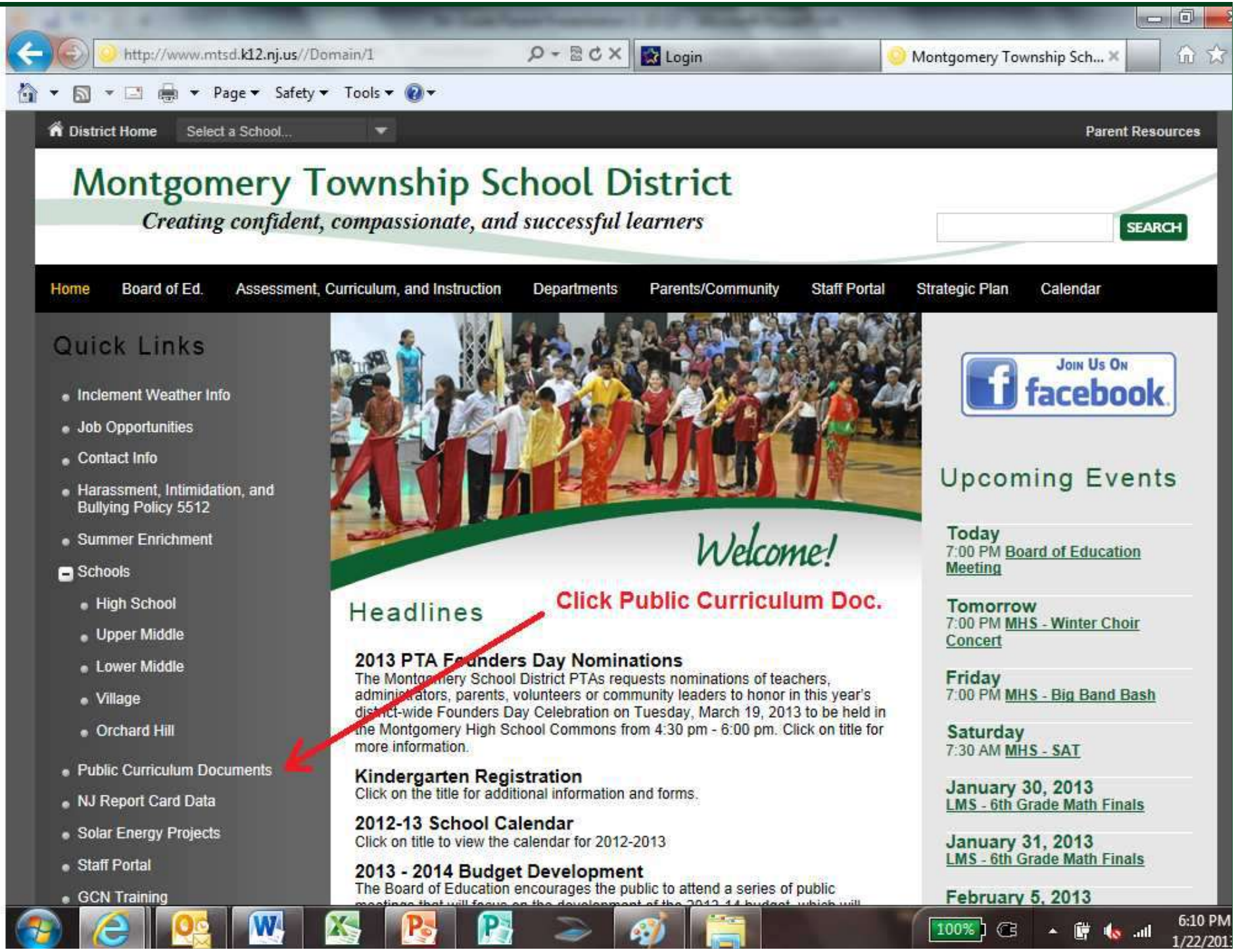
Adapted from Common Core State Standards for Mathematics from http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf accessed 2/15/11

Dr. Christopher Herte

Curriculum

- *How can I find out more about the curriculum?*

- The next few slides show how you can find the curriculum of any course with a few clicks from the District home page.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Schools
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Upper Middle
Lower Middle
Village
Orchard Hill
Public Curriculum Documents
NJ Report Card Data
Solar Energy Projects
Staff Portal
GCN Training
Welcome!
Click Public Curriculum Doc.
Headlines
2013 PTA Founders Day Nominations
The Montgomery School District PTAs requests nominations of teachers, administrators, parents, volunteers or community leaders to honor in this year's district-wide Founders Day Celebration on Tuesday, March 19, 2013 to be held in the Montgomery High School Commons from 4:30 pm - 6:00 pm. Click on title for more information.
Kindergarten Registration
Click on the title for additional information and forms.
2012-13 School Calendar
Click on title to view the calendar for 2012-2013
2013 - 2014 Budget Development
The Board of Education encourages the public to attend a series of public
Join Us On facebook
Upcoming Events
Today
7:00 PM Board of Education Meeting
Tomorrow
7:00 PM MHS - Winter Choir Concert
Friday
7:00 PM MHS - Big Band Bash
Saturday
7:30 AM MHS - SAT
January 30, 2013
LMS - 6th Grade Math Finals
January 31, 2013
LMS - 6th Grade Math Finals
February 5, 2013
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Montgomery Township School District

SEARCH

Home | Board of Ed. | Assessment and Curriculum | Departments | Parents/Community | Staff Portal | Strategic Plan | Calendar

Assessment and Curriculum

- Public Curriculum Documents
- Contact Information

Montgomery Township School District

Assessment, Curriculum, and Instruction Update

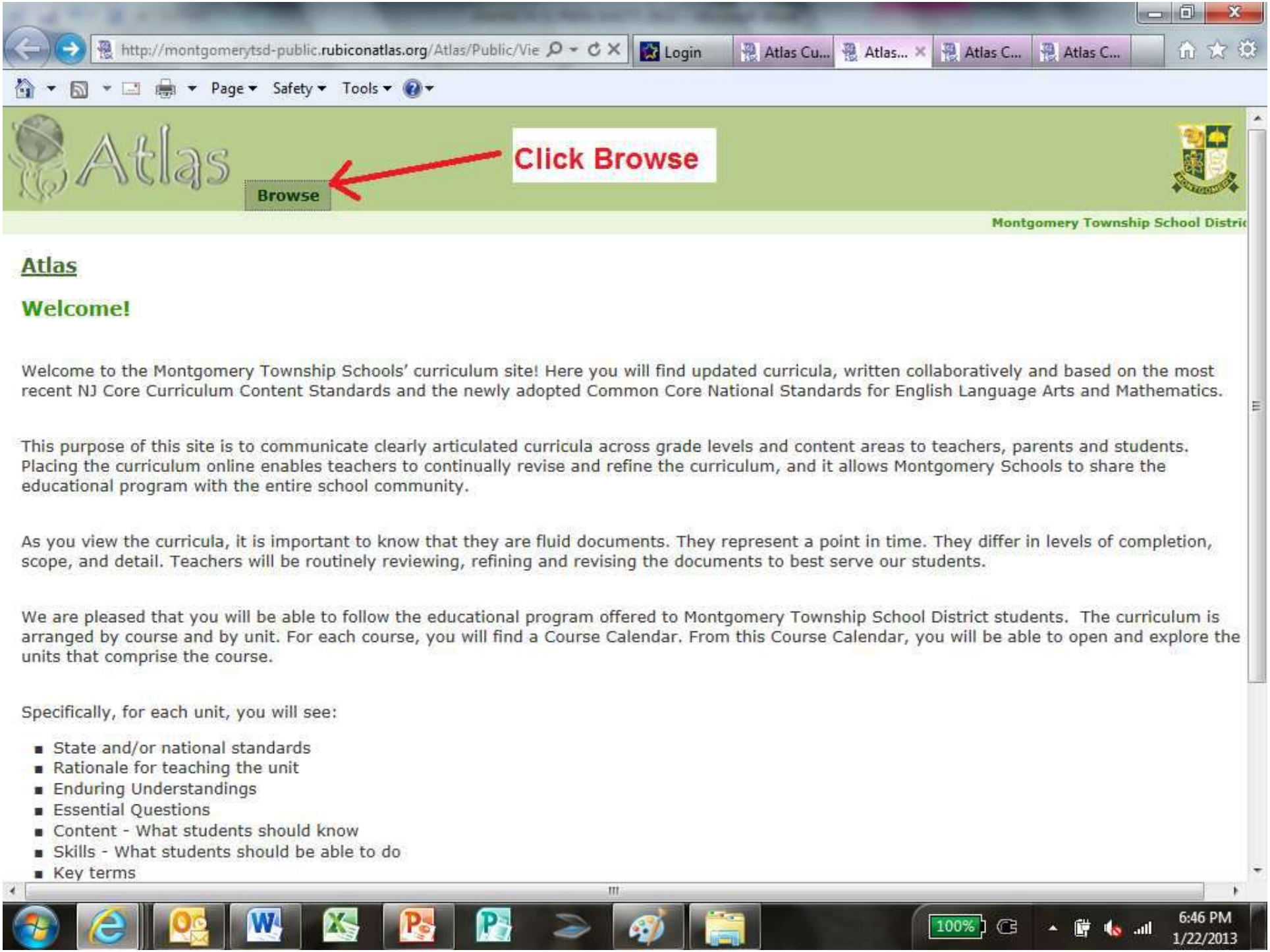
Dear MTSD Community,

To view the public curriculum documents, click here.

I am delighted to present the new link to the Montgomery Township Schools' curriculum site! Here you will find updated curricula, written collaboratively and based on the most recent NJ Core Curriculum Content Standards and the newly adopted Common Core National Standards for English Language Arts and Mathematics.

This purpose of this site is to communicate clearly articulated curricula across grade levels and content areas to teachers, parents and students. Placing the curriculum online enables teachers to continually revise and refine the curriculum, and it allows Montgomery Schools to share the educational program with the entire school community.

As you view the curricula, it is important to know that they are fluid documents. They represent a point in time. They differ in levels of completion, scope, and detail. You may find that there are fine edits to make and/or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Welcome!
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As you view the curricula, it is important to know that they are fluid documents. They represent a point in time. They differ in levels of completion, scope, and detail. Teachers will be routinely reviewing, refining and revising the documents to best serve our students.
We are pleased that you will be able to follow the educational program offered to Montgomery Township School District students. The curriculum is arranged by course and by unit. For each course, you will find a Course Calendar. From this Course Calendar, you will be able to open and explore the units that comprise the course.
Specifically, for each unit, you will see:
State and/or national standards
Rationale for teaching the unit
Enduring Understandings
Essential Questions
Content - What students should know
Skills - What students should be able to do
Key terms
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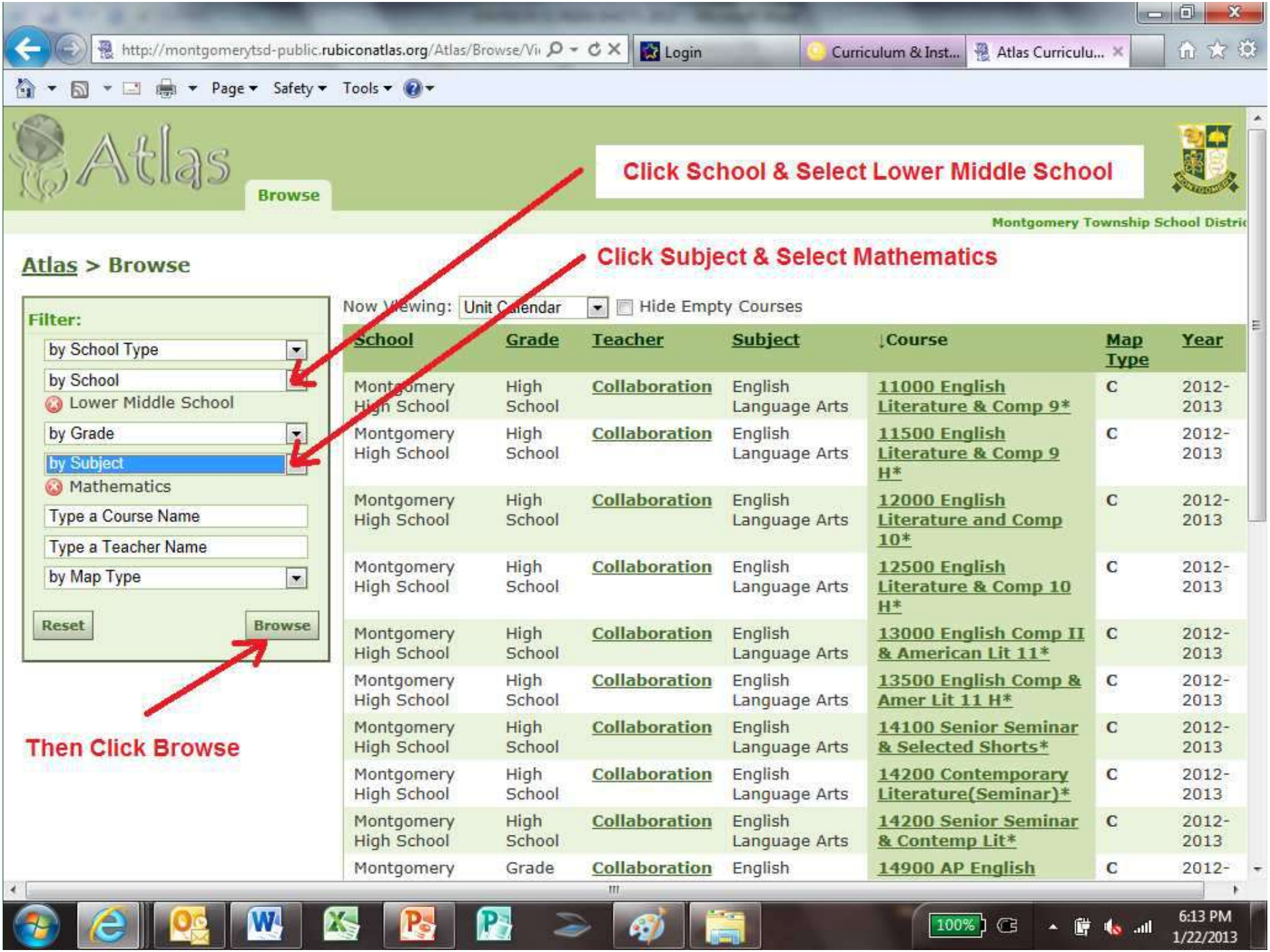
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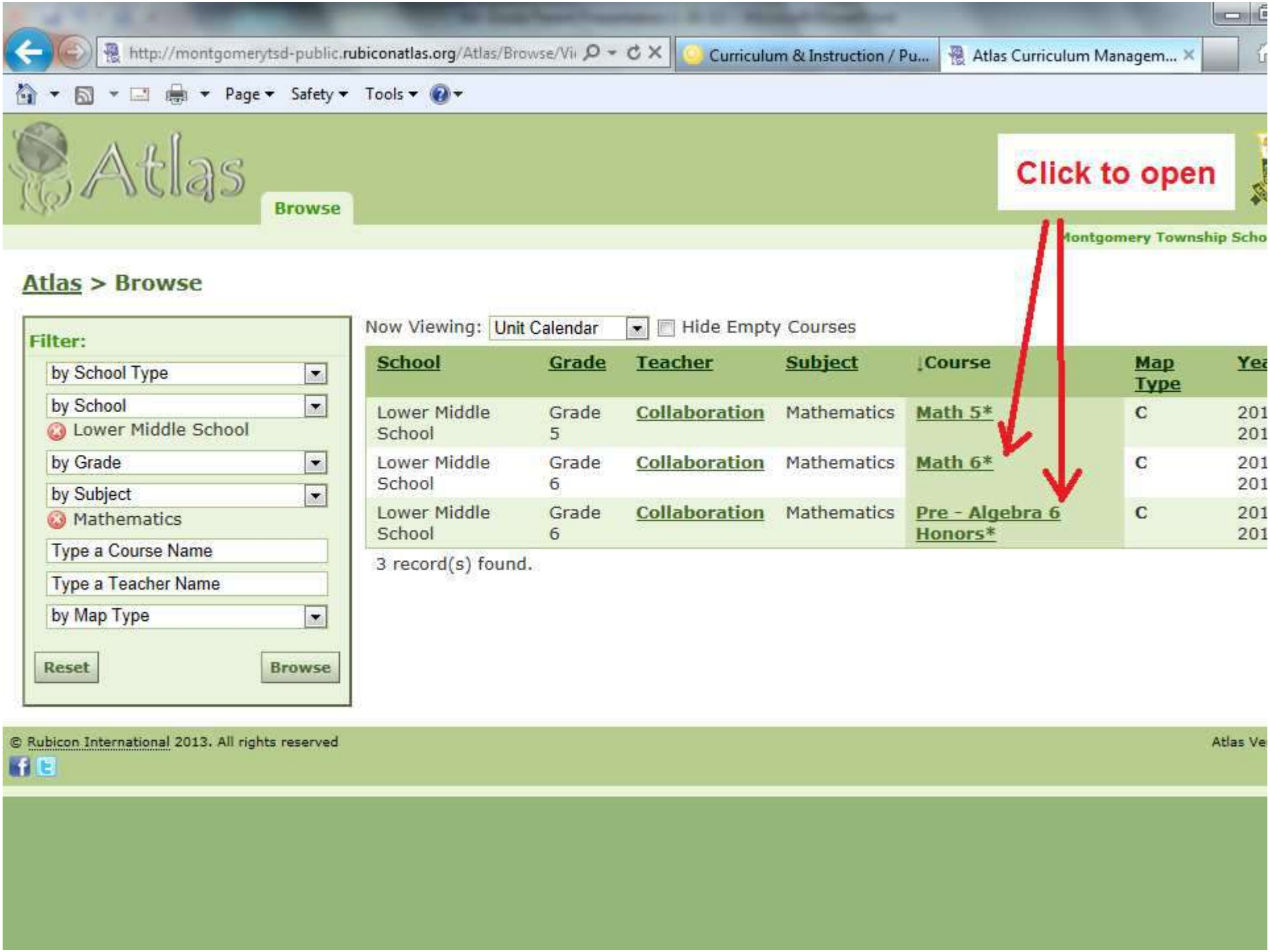
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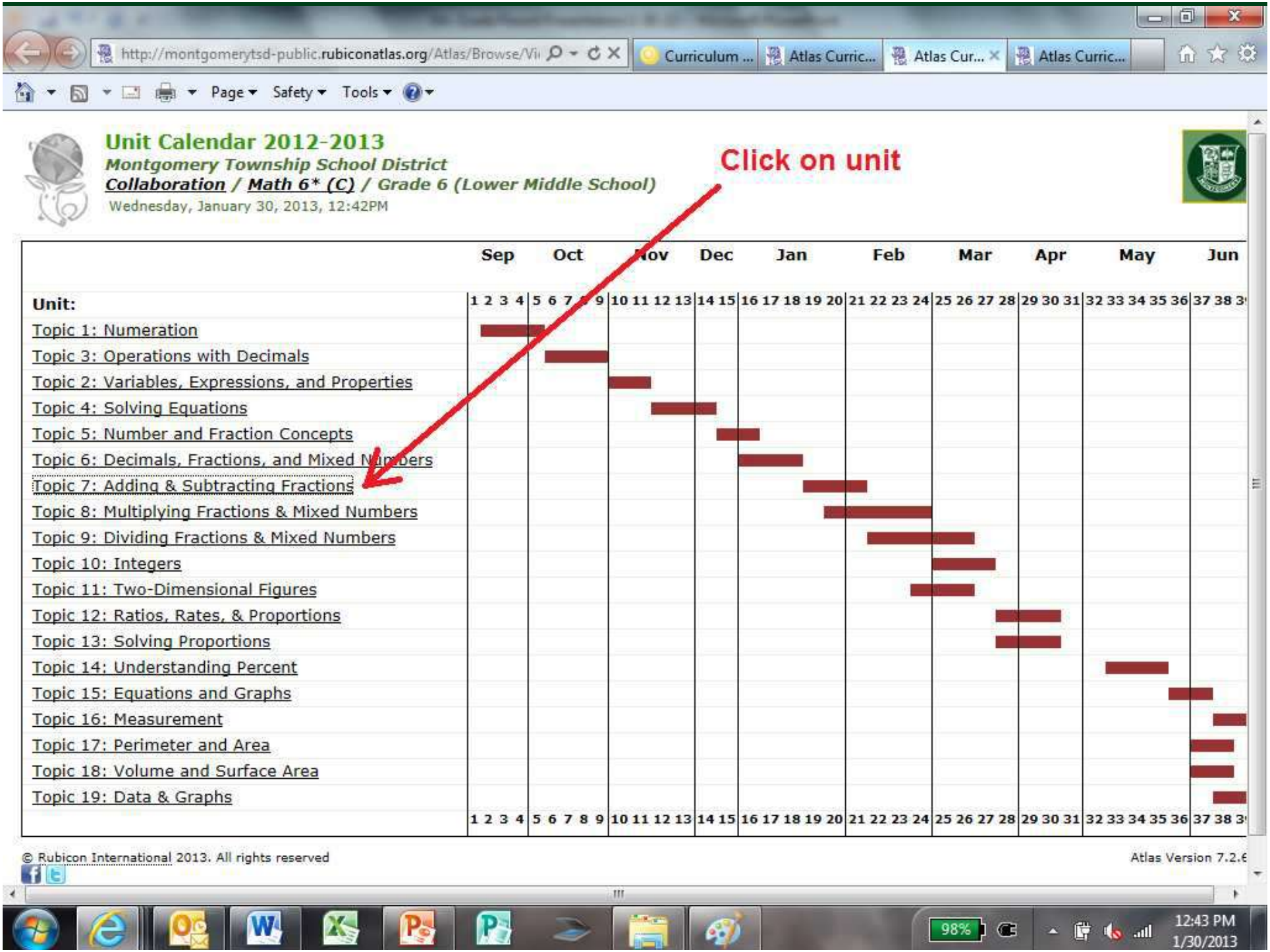
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Unit Calendar 2012-2013
Montgomery Township School District
Collaboration / Math 6* (C) / Grade 6 (Lower Middle School)
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Sep
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
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Unit:
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Topic 1: Numeration
Topic 3: Operations with Decimals
Topic 2: Variables, Expressions, and Properties
Topic 4: Solving Equations
Topic 5: Number and Fraction Concepts
Topic 6: Decimals, Fractions, and Mixed Numbers
Topic 7: Adding & Subtracting Fractions
Topic 8: Multiplying Fractions & Mixed Numbers
Topic 9: Dividing Fractions & Mixed Numbers
Topic 10: Integers
Topic 11: Two-Dimensional Figures
Topic 12: Ratios, Rates, & Proportions
Topic 13: Solving Proportions
Topic 14: Understanding Percent
Topic 15: Equations and Graphs
Topic 16: Measurement
Topic 17: Perimeter and Area
Topic 18: Volume and Surface Area
Topic 19: Data & Graphs
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Unit Map 2012-2013

Montgomery Township School District

Collaboration / Math 6* (C) / Grade 6 (Lower Middle School)

Wednesday, January 30, 2013, 12:42PM

Unit: Topic 7: Adding & Subtracting Fractions (Week 19, 3 Weeks)

Unit Rationale

There is more than one algorithm for each of the operations with rational numbers. Some strategies for basic facts and most algorithms for operations with rational numbers, both mental math and paper and pencil, use equivalence to transform calculations into simpler ones. Numbers can be used for different purposes, and numbers can be classified and represented in different ways.

Numbers can be approximated by numbers that are close. Numerical calculations can be approximated by replacing numbers with other numbers that are close and easy to compute with mentally. Some measurements can be approximated using known referents as the unit in the measurement process. Rules of arithmetic and algebra can be used together with notions of equivalence to transform equations and inequalities so solutions can be found. Mathematics content and practices can be applied to solve problems.

Enduring Understandings

- Adding or subtracting fractions with like denominators is similar to adding or subtracting whole numbers. Add or subtract the numerators and write the sum or difference over the common denominator.
- To add or subtract with unlike denominators, change to an equivalent fraction with like denominators.
- One way to add or subtract mixed numbers is to add or subtract the fractional parts and then the whole number parts.
- All nonzero whole numbers have common multiples, including at least one.
- Sums and differences of mixed numbers can be estimated by rounding each mixed number to the nearest whole number.
- Equations can be transformed into equivalent equations and solved using properties of equality and inverse relationships.

Essential Questions

- What are standard procedures for estimating and finding sums and differences of fractions and mixed numbers?
- Why do we need to get common denominators in order to add or subtract fractions?

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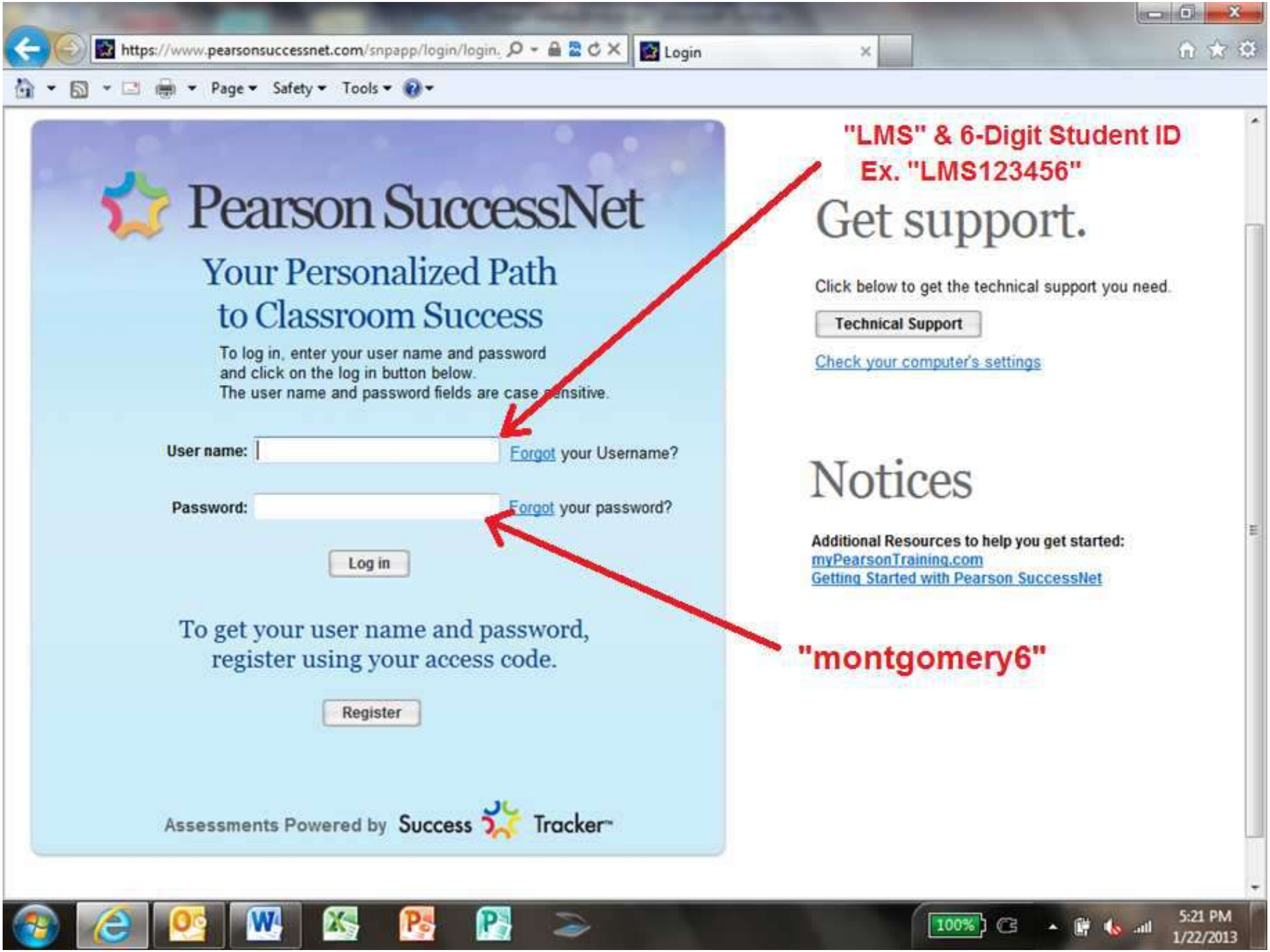
Envision Textbook

- *How can I access the EnVision textbook from home?*

- The next few slides show how you can access the EnVision textbook and materials from:

  www.pearsonsuccessnet.com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Password:
Forgot your password?
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To get your user name and password, register using your access code.
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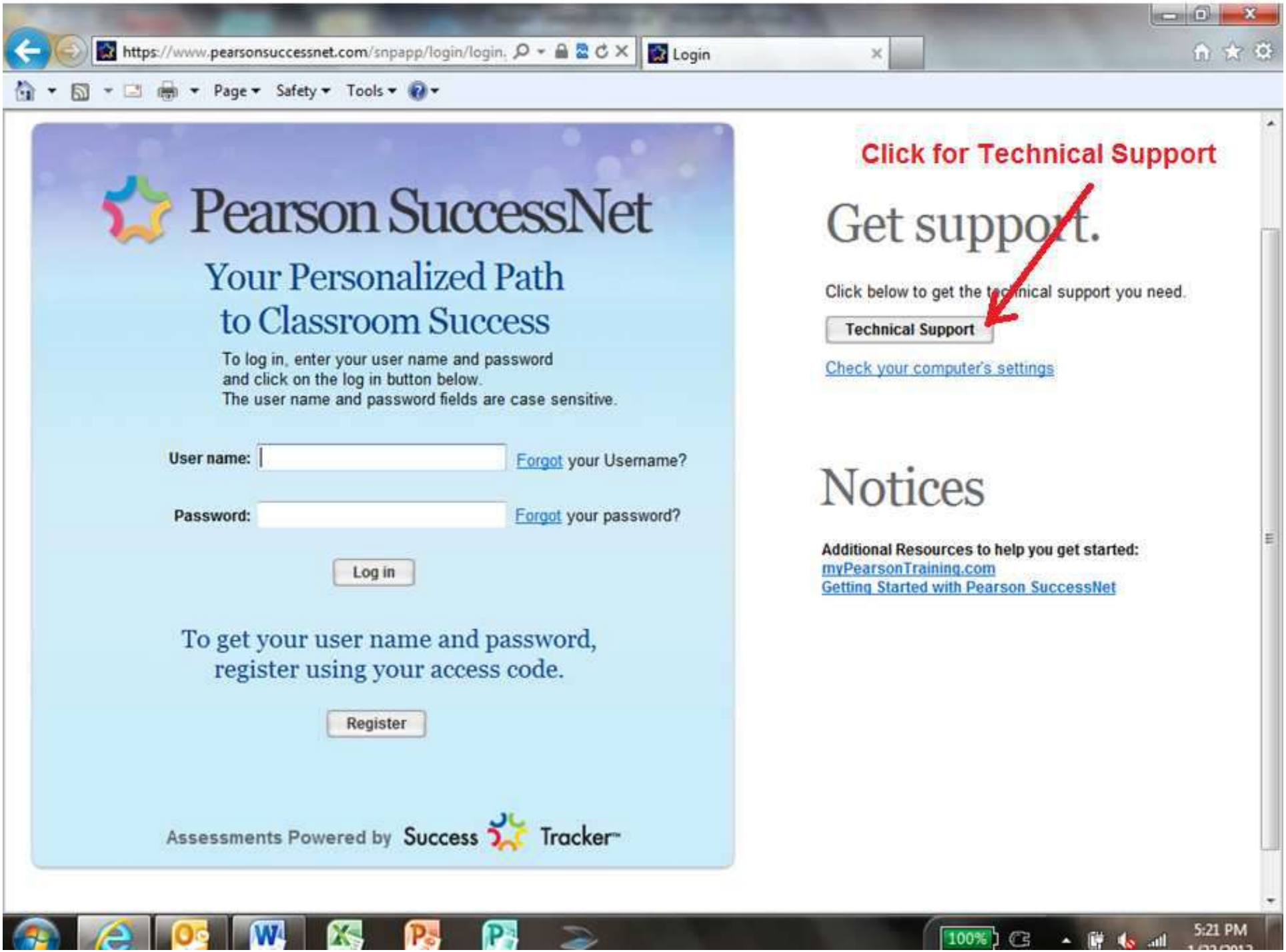
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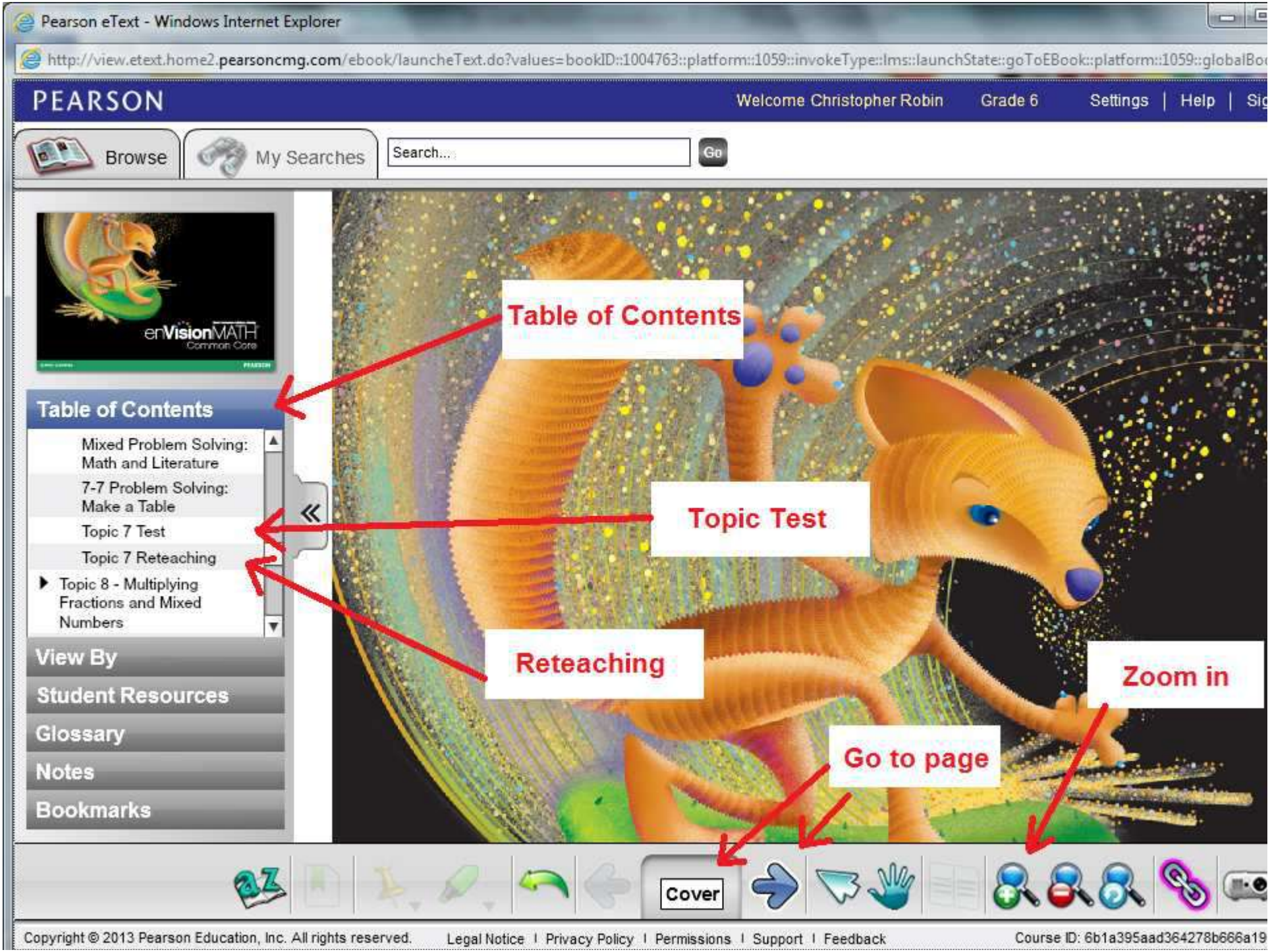
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- Topic 2 - Variables, Expressions, and Properties
- Topic 3 - Operations with Decimals
- Topic 4 - Solving Equations
- Topic 5 - Number and Fraction Concepts
- Topic 6 - Decimals, Fractions, and Mixed Numbers
- Topic 7 - Adding and Subtracting Fractions and Mixed Numbers
  - 7-1 Adding and Subtracting: Like Denominators
  - 7-2 Least Common

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Student Resources

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Lesson 7-1

Common Core

6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem....

Adding and Subtracting: Like Denominators

How can you add fractions with like denominators?

Greg ate $\frac{1}{8}$ of a quesadilla with peppers and $\frac{1}{8}$ of a same-size quesadilla with beans. How much of one whole quesadilla did he eat?

Choose an Operation Add the fractional parts.

Another Example How can you subtract fractions with like denominators?

Step 1

Find $\frac{5}{8} - \frac{1}{8}$.

The fractions have like denominators. Subtract the numerators. Write the difference over the like denominator.

$\frac{5}{8} - \frac{1}{8} = \frac{4}{8}$ The difference is $\frac{4}{8}$.

Step 2

Simplify the answer.

The GCF of 4 and 8 is 4.

$$\frac{4 \div 4}{8 \div 4} = \frac{1}{2}$$

So, $\frac{5}{8} - \frac{1}{8} = \frac{4}{8} = \frac{1}{2}$.

Guided Practice*

MATHEMATICAL PRACTICES

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Lesson 7-1

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Envision Textbook

- *What resources in EnVision are available and how do I access them?*

- The next two slides show how you can access extra practice pages. Practice pages (PDF files) are located in Student Resources for each section.

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- Lesson 8-2 Estimating Products
- Lesson 8-3 Multiplying Fractions
- Lesson 8-4 Multiplying Mixed Numbers
  - Practice 8-4
- Lesson 8-5 Problem Solving: Multiple-Step Problems
- Topic 9 - Dividing Fractions and Mixed Numbers
- Topic 10 - Integers
- Topic 11 - Properties of Two-Dimensional Figures
- Topic 12 - Ratios, Rates, and Proportions
- Topic 13 - Solving

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Lesson
8-4

Common Core

6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. ...

Multiplying Mixed Numbers

How can you find the product of mixed numbers?

A small can of tomatoes weighs $7\frac{1}{3}$ ounces.
How much do $4\frac{1}{2}$ cans of tomatoes weigh?

Find $4\frac{1}{2} \times 7\frac{1}{3}$.

extra practice

Another Example How can you use the Distributive Property to multiply a whole number and a mixed number?

Find $3 \times 4\frac{2}{15}$.

Step 1

Estimate:

$3 \times 4 = 12$

Step 2

Break apart the mixed number; use the Distributive Property:

$$3 \times 4\frac{2}{15} = 3 \times (4 + \frac{2}{15})$$
$$= (3 \times 4) + (3 \times \frac{2}{15})$$

Step 3

Multiply each part and add:

$$= 12 + \frac{6}{15}$$
$$= 12\frac{6}{15}$$

The answer, $12\frac{6}{15}$, is close to the estimate, 12, so the answer is reasonable.

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Name _____

Practice 8-4

Multiplying Mixed Numbers

Find each product. Simplify if possible.

1. $3\frac{1}{2} \times 1\frac{2}{3}$ _____
2. $1\frac{1}{8} \times 2\frac{1}{3}$ _____
3. $7 \times 1\frac{1}{4}$ _____
4. $2\frac{1}{6} \times 1\frac{1}{5}$ _____
5. $3\frac{1}{6} \times 18$ _____
6. $1\frac{1}{8} \times 2\frac{1}{2}$ _____
7. $1\frac{2}{3} \times 2\frac{1}{4}$ _____
8. $10 \times 1\frac{1}{3}$ _____
9. $2\frac{4}{5} \times 3\frac{1}{3}$ _____

Evaluate each expression for $S = 1\frac{4}{5}$.

10. $2\frac{1}{3}S$ _____
11. $3\frac{3}{4}S$ _____
12. $5\frac{1}{6}S$ _____

Use the table to answer the questions.

Average Rainfall in Berkeley, California	
January	$3\frac{7}{10}$ in.
April	$1\frac{4}{5}$ in.
October	$1\frac{1}{2}$ in.

13. If Berkeley receives $1\frac{1}{4}$ times its average January rainfall, how much rain will it receive?

_____

14. How much rain will Berkeley receive if it is $2\frac{1}{3}$ times the October average?

_____

15. Which month has about twice the rainfall as April?

_____

16. Jessie stacked photographs of 6 zoo animals on top of each other to create a display. Each photo is $14\frac{1}{4}$ in. high. How high is the display?

A $84\frac{6}{3}$ in.

B $85\frac{1}{2}$ in.

C $86\frac{3}{4}$ in.

D 87 in.

17. **Writing to Explain** Explain how you would find $2 \times 2\frac{1}{3}$ using the Distributive Property.

_____

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Envision Textbook

- *How can I access the Reteaching pages?*

- The Reteaching pages give a brief review and extra practice. There is one Reteaching page in each Unit. You access these from the Table of Contents.

Pearson eText - Windows Internet Explorer
http://view.etext.home2.pearsoncmg.com/ebook/launcheText.do?values=bookID::1004763::platform::1059::invokeType::lms::launchState::goToEBook::scenarioid::scenario7::logoutplatfo

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Reteaching

INTERVENTION

Set A, pages 162–163

Find $\frac{2}{9} + \frac{1}{9}$.

The fractions have like denominators. Add or subtract the numerators.

$\frac{2}{9} + \frac{1}{9} = \frac{3}{9}$

Use the GCF, 3, to simplify.

$\frac{2}{9} + \frac{1}{9} = \frac{3}{9} = \frac{1}{3}$

Find $\frac{7}{9} - \frac{1}{9}$.

$\frac{7}{9} - \frac{1}{9} = \frac{6}{9}$

$\frac{7}{9} - \frac{1}{9} = \frac{6}{9} = \frac{2}{3}$

Remember that when the denominators are the same, you add or subtract only the numerators.

Find each sum or difference. Simplify.

1. $\frac{2}{5} + \frac{1}{5}$ **2.** $\frac{9}{10} - \frac{7}{10}$

3. $\frac{7}{8} + \frac{2}{8}$ **4.** $\frac{12}{13} - \frac{8}{13}$

Set B, pages 164–168

Find the least common multiple (LCM) of 5 and 6.

List multiples of each number.

5: 5; 10; 15; 20; 25; 30 . . . 6: 6; 12; 18; 24; 30 . . .

The LCM is 30. Use this LCM as the least common denominator (LCD) to calculate below.

$$\begin{array}{r} \frac{3}{5} = \frac{18}{30} \\ +\ \frac{1}{6} = +\ \frac{5}{30} \\ \hline \frac{23}{30} \end{array} \qquad \begin{array}{r} \frac{3}{5} = \frac{18}{30} \\ -\ \frac{1}{6} = -\ \frac{5}{30} \\ \hline \frac{13}{30} \end{array}$$

Remember that the LCM of the denominators in a set of fractions is the LCD for that set of fractions.

Find the LCM for each set of numbers.

1. 10, 20 **2.** 3, 6

3. 8, 10 **4.** 2, 3, 5

Find each sum or difference. Simplify.

5. $\frac{1}{2} + \frac{1}{7}$ **6.** $\frac{1}{3} + \frac{2}{4}$

7. $\frac{3}{4} - \frac{1}{3}$ **8.** $\frac{5}{6} - \frac{1}{2}$

Envision Textbook

- *How can I access the Topic Tests?*

- The next slide shows how you can access the Topic Tests. Topic Tests are a great practice in preparing for the End of Year Assessment as well as preparing for a Unit Test.

Pearson eText - Windows Internet Explorer
http://view.etext.home2.pearsoncmg.com/ebook/launcheText.do?values=bookID::1004763::platform::1059::invokeType::lms::launchState::goToEBook::scenarioid::scenario7::logoutplatfo

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Topic 7

Test

ASSESSMENT

1. A buttonhole should be $\frac{1}{16}$-inch wider than the button. How wide should a buttonhole be made to fit a button that is $\frac{14}{16}$ inches wide? (7-1)

A $\frac{15}{32}$

B $\frac{13}{16}$

C $\frac{14}{16}$

D $\frac{15}{16}$

2. What is the least common multiple of 5, 8, and 16? (7-2)

A 40

B 80

C 120

D 640

3. The table lists the North American records for barometric pressure. What is the difference between the highest and

4. Sabrina tried to tighten a $\frac{1}{8}$-inch bolt with a $\frac{3}{16}$-inch wrench. What is the difference in measure between the bolt and the wrench? (7-3)

A $\frac{1}{16}$ inch

B $\frac{1}{8}$ inch

C $\frac{1}{4}$ inch

D $\frac{5}{16}$ inch

5. What is $7\frac{6}{15} + 4\frac{4}{5}$? (7-5)

A $11\frac{1}{5}$

B $11\frac{2}{3}$

C $12\frac{2}{15}$

D $12\frac{1}{5}$

6. Hotdogs are sold in packages of 10 and hotdog buns are sold in packages of 8.

Odyssey

- *How can I access Odyssey?*

- The next slide provides the login information for Odyssey. Odyssey is a great resource for enrichment, extra practice, and remediation. A learning path is set for each student based on their Fall MAP test. Additionally, students can explore and do other work/learn other lessons.
- Learning path also set after Spring MAP.

Parent Username:
P(student 6-digit id#)

Parent Password:
P(student 6-digit id#)

School: **mtsd**

Activities

- *What activities are available?*
- Mathcounts
- Math League Contest

  (See Math Teacher)

- Science League Contest (Contest in April)

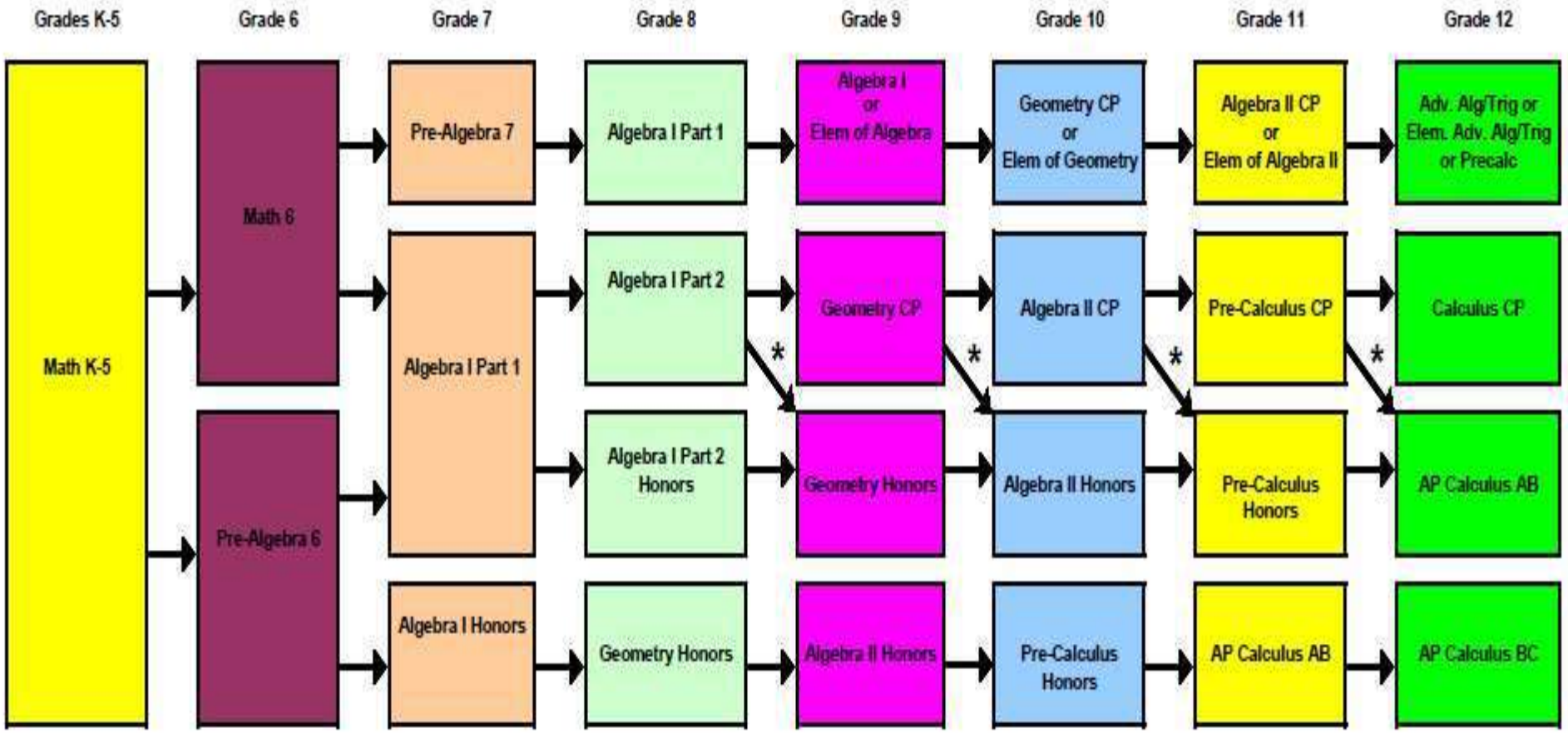
  (E-Alert will be sent for sign ups)

Math Sequences

- *What are the common math sequences?*

- The next slide illustrates the common math sequences. Students can also accelerate, after they have completed Algebra I, if they choose. They can do this through Option II (taking an approved course over the summer) or by doubling up with Geometry and Algebra II.

Montgomery Township Schools
Common Mathematics Sequences



NOTES:

* Denotes possible course path if student meets the HS Program of Studies Requirement of 95% or higher in prerequisite course.

Common course sequences are illustrated. Additional opportunities are available through Option II process. See HS Program of Studies Guide.

In order for students to continue in the Honors sequence, students must maintain the required average based on the Course of Study requirements.

Pre-Algebra 7

- A course aligned with the Common Core Standards that emphasizes problem-solving and critical thinking while developing necessary concepts for the further study of algebra in a high school level course.
- Emphasis is placed upon the development and understanding of pre-algebraic and algebraic skills and their use in application and problem solving.
- Course topic sections include operations with integers, and rational numbers, factors, exponents, algebraic expressions, solving one and multi-step equations and inequalities, ratio, proportions, percents, probability, and geometry.

Algebra I Part 1

- A full-year course that develops the first half of the study of high school Algebra I. Students develop skills in problem solving and critical thinking through real-world and mathematical problems.
- Course topic sections include writing, simplifying, and evaluating algebraic expressions. Modeling, writing, and solving algebraic equations and functions. Graphing and representing linear equations in a variety of forms. Creating, analyzing, and making linear predictions with scatter plots is developed.

Algebra I Honors

- A full year course that develops all the concepts and skills of high school Algebra I.
- Topics include: expressions, polynomials, radicals, exponents, linear and non-linear functions, quadratic equations, systems of equations and inequalities, probability and data analysis.

Math Placement

- *What are the placement criteria for grade seven courses?*

Placement Criteria for Pre-Algebra 7 & Algebra I Pt. 1

- ***Unit Test averages** (40%)* the four marking periods
- ***End of Year Assessment** (25%)* placement test
- ***Measures of Academic Progress-MAP (25%)***
- ***Work Habits/Study Skills (10%)*** assessed by the teacher using a district-developed rubric

These criteria will make up the final summary score that determines the student's mathematics placement.

Placement Criteria for Algebra I Honors

- ***Unit Test averages*** *(30%)* the four marking periods
- ***End of Year Assessment*** *(20%) Pre-Algebra 6*
- ***Measures of Academic Progress-MAP*** *(20%)*
- ***IOWA Algebra Aptitude Test*** *(20%)*
- ***Work Habits/Study Skills*** *(10%)* determined by the teacher using a district developed rubric

These criteria will make up the final summary score that determines the student's mathematics placement.

Unit Test Averages

- Unit tests are common assessments for all students in grade 6
- Concepts are reviewed. The end of chapter tests are a great resource for practice and review.

End of Year Assessment

- Scheduled for **June 11th** and **June 12th**
- End of Year Assessment is a common assessment for all students in their course.
- Concepts are reviewed and a review packet is distributed to students
- Important for students to pull all concepts from the year together

Measures of Academic Progress -MAP

- Scheduled for April
- Computerized adaptive test
- Untimed assessment
- Sets learning paths for Odyssey
- Charts your child's academic growth from year to year
- The information helps to guide instruction and to make placement decisions

Iowa Algebra Aptitude Test

- Scheduled for **May 29th (Make ups 5/30)**
- Helps determine the readiness of students for Algebra I Honors
- Four sections, each section is timed and takes 10 or less minutes to complete.
- Total of 63 questions, calculators may not be used.

Work Habits/Study Skills

- *What are the Work Habits/ Study Skills?*

Work Habits/ Study Skills

- Reviewed with students
- Based on a District developed rubric

Montgomery Township Schools

Mathematics Work/Study Habits Rating Sheet

Student's Name: _____ Grade: _____ Date: _____

Teacher: _____ Period: _____

Use the Mathematics Work/Study Habits Rating Sheet to complete the following:

Criteria	**Score (4-1)**
1. Completes assignments thoroughly	
2. Comes to class prepared with books, materials and assignments	
3. Utilizes and maintains a mathematics journal/notebook	
4. Demonstrates ability to work independently when appropriate	
5. Solicits academic assistance when appropriate	
6. Demonstrates ability to work effectively in groups	
7. Demonstrates a positive attitude when faced with an intellectual challenge	
8. Demonstrates problem solving skills	
9. Reviews and checks work	
10. Demonstrates consistency in performance	
Total (sum of the ten scores) =	
Work/Study Habits Score = Total / 10 = (round to the nearest tenth)	

Mathematics Work Habits /Study Skills Assessment– Grades 5 & 6

Criteria	4 points	3 points	2 points	1 point
1- Completes assignments thoroughly.	Assignments are consistently attempted and complete with necessary work shown i.e. with few exceptions	Assignments are frequently attempted and complete with necessary work shown i.e. At least 4 days/week	Assignments are occasionally attempted and complete with necessary work shown i.e. at least 3 days/week *OR* Assignments are attempted 4 or 5 days/wk without necessary work shown.	Assignments are rarely or never attempted; when attempted, no work is shown.
2- Comes to class prepared with books, materials and assignments.	With few exceptions	At least 4 days/week	At least 3 days/week	From 0- 2 days/week
3- Utilizes and maintains a mathematics journal/notebook	Consistently	Frequently	Occasionally	Rarely/Never
4- Demonstrates ability to work independently when appropriate	Consistently	Frequently	Occasionally	Rarely/Never
5- Solicits academic assistance when appropriate	Consistently seeks appropriate academic assistance.	Frequently seeks appropriate academic assistance.	Occasionally seeks appropriate academic assistance.	Rarely/Does not seek appropriate academic assistance.
6- Demonstrates ability to work effectively in groups	Consistently cooperates *and* contributes to group effort	Consistently cooperates *or* contributes to group effort	Occasionally cooperates *or* contributes to group effort	Rarely cooperates *or* contributes to group effort
7- Demonstrates a positive attitude when faced with an intellectual challenge	Consistently	Frequently	Occasionally	Rarely/Never
8- Demonstrates problem solving skills	Consistently applies a systematic approach to problem solving	Frequently applies a systematic approach to problem solving	Occasionally applies a systematic approach to problem solving	Rarely or Never applies a systematic approach to problem solving
9- Reviews and checks work	Consistently looks back to check reasonableness of work	Frequently looks back to check reasonableness of work	Occasionally looks back to check reasonableness of work	Rarely or never looks back to check reasonableness of work
10-Demonstrates consistency in performance	Consistently	Frequently	Occasionally	Rarely/Never

Revised 1/2002

Math Placement

- *How will I be informed of my child's placement in grade 7?*

- You will receive a Summary Sheet with your child's report card at the end of the year. It will provide the details illustrated on one of the next two slides.

Data Summary Sheet

Montgomery Township Schools

Math Placement Data Sheet

SeventhGrade Math Placement for 2014-2015

July 2014

Student's Name:

End of Year Assessment (Math 6)	=	(25% of Summary Score)
MAP Assessment (Out of 285 points)	=	(25% of Summary Score)
Grade Six Test Average (Test Average of 4 marking periods)	=	(40% of Summary Score)
Work Habits/Study Skills Assessment	=	(10% of Summary Score)
Summary Score	**=**	**(out of 100 points)**
Math Placement	=	

Placement Cutoffs:

Pre-Algebra 7: **Summary Scores** from 0 – 82

Algebra I Part 1: **Summary Scores** from 83 - 100

Data Summary Sheet

Montgomery Township Schools

Math Placement Data Sheet

SeventhGrade Math Placement for 2014-2015

July 2014

Student's Name:

End of Year Assessment (Pre-Algebra 6)	=	(20% of Summary Score)
Iowa Algebra Aptitude Test	=	(20% of Summary Score)
MAP Assessment (Out of 285 points)	=	(20% of Summary Score)
Grade Six Test Average (Test Average of 4 marking periods)	=	(30% of Summary Score)
Work Habits/Study Skills Assessment	=	(10% of Summary Score)
Summary Score	=	**(out of 100 points)**
Math Placement	=	

Placement Cutoffs:

Algebra I Part 1: **Summary Scores** from 0 – 86

Algebra I Honors: **Summary Scores** from 87 - 100

Waiver Option

- The student's performance summary score and placement will be included in the end of year report card mailing.
- Parents and students can consider the waiver option if and only if a student's **summary score** is within **3 points** of the score needed for the requested placement.
- Students waived in must remain in the course the entire year.
- Waivers should be sent to the UMS main office no later than July 18, 2013.
- There will be no proficiency testing over the summer.

Placement Timeline

- **April** -MAP Testing
- **May 29th (30th Makeups)** – IOWA Algebra Aptitude Test
- **June 11th -12th** - End of year assessment (Grade 6)
- **July** – Report card with placement information
- **July 18th** – Waiver form deadline to be submitted to UMS main office
- Summer – New student testing (dates to be posted)

Your Questions

Please remember to return your feedback sheets before leaving this meeting.

Thank you so much.

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