



# Mathematics Placement Process

In the Robbinsville Public School (RPS) district, differentiated course placements begin in grade 6. Thus, the mathematics placement process begins in the Spring of grade 5 and continues yearly while enrolled at Pond Road Middle School (PRMS). Multiple measures, including external benchmark assessments and teacher recommendations, are used to place students in grades 5-7 into math classes for the following year. Grade 8 students in Algebra I or higher are subject to the Robbinsville High School (RHS) requirements for math classes when they are entering ninth grade. Please see the RHS Program of Studies for more details. For grade 8 students enrolled in Math 8, one additional rubric is used to support appropriate placement into Algebra I with or without an additional support class based on student performance in the major domains within mathematics.

The following criteria are used to determine math placement for students **entering** grades 6 through 8.

- i-Ready End of Year (EOY) Diagnostic Benchmark
- LinkIt! Form C Benchmark
- Teacher Recommendation: Cumulative Assessment Average and Student Work Ethic

The district remains dedicated to the use of the i-Ready diagnostic, as it is an adaptive assessment that measures student performance in major math domains, including numbers and operations, algebra, geometry, and measurement and data. Additionally, the district remains dedicated to the use of the LinkIt! grade level benchmark, which uses standards-aligned questions to measure grade level performance. Both of the listed benchmarks are highly predictive of student performance on NJSLA-Mathematics assessments, which students are required to take. As we are moving to use the i-Ready EOY benchmark assessment (administered in early June) and LinkIt! Form C benchmark assessment (administered in early May), RPS will **not** be using NJSLA-Math scores to inform mathematics placement. The teacher recommendation portion will include a student's cumulative assessment average, along with student work ethic.

Specific rubrics were created for each math course. These will be used to measure student performance on the criteria listed above. The maximum number of points on each rubric is 15, with a third of the points dedicated to each criterion listed above. Below is a snapshot of the benchmark portion of each rubric. The rubric titles mostly align with the language used for benchmark assessments. However, the "Advanced Meeting" range was created to identify and acknowledge the top 25% of the entire "Meeting" range. The intent of creating and including this range is to make higher level classes more accessible without compromising on the rigor needed for placement. The actual numerical values found

in the math placement rubrics align to the cut scores published by the respective diagnostic assessment organizations. The details of each rubric can be found at the end of this document.

Categories	Criteria	0	1	2	3	4	5
Benchmark Assessments	i-Ready Spring Diagnostic (Scaled Score)	Not Meeting RPS	Partially Meeting RPS	Approaching RPS	Meeting RPS	Advanced Meeting RPS	Exceeding RPS
	LinkIt! Spring Benchmark (Percentile)	Expectations	Expectations	Expectations	Expectations	Expectations	Expectations

Students who score within 1 point (e.g. 12 out of 15) on a rubric who are seeking placement into PreAlgebra or Algebra I will have the opportunity to take an assessment to measure their aptitude on required prerequisite content for the course. Students and parents would be notified of this opportunity if they meet the aforementioned criteria. The assessment would measure student performance on pre-requisite content (Pre Algebra or Algebra I). Students would not be provided with a study guide for the assessment, as the intent is to measure current student aptitude. Students would need to show mastery on this assessment by achieving a score of 90% or higher in order to place into the advanced level course.

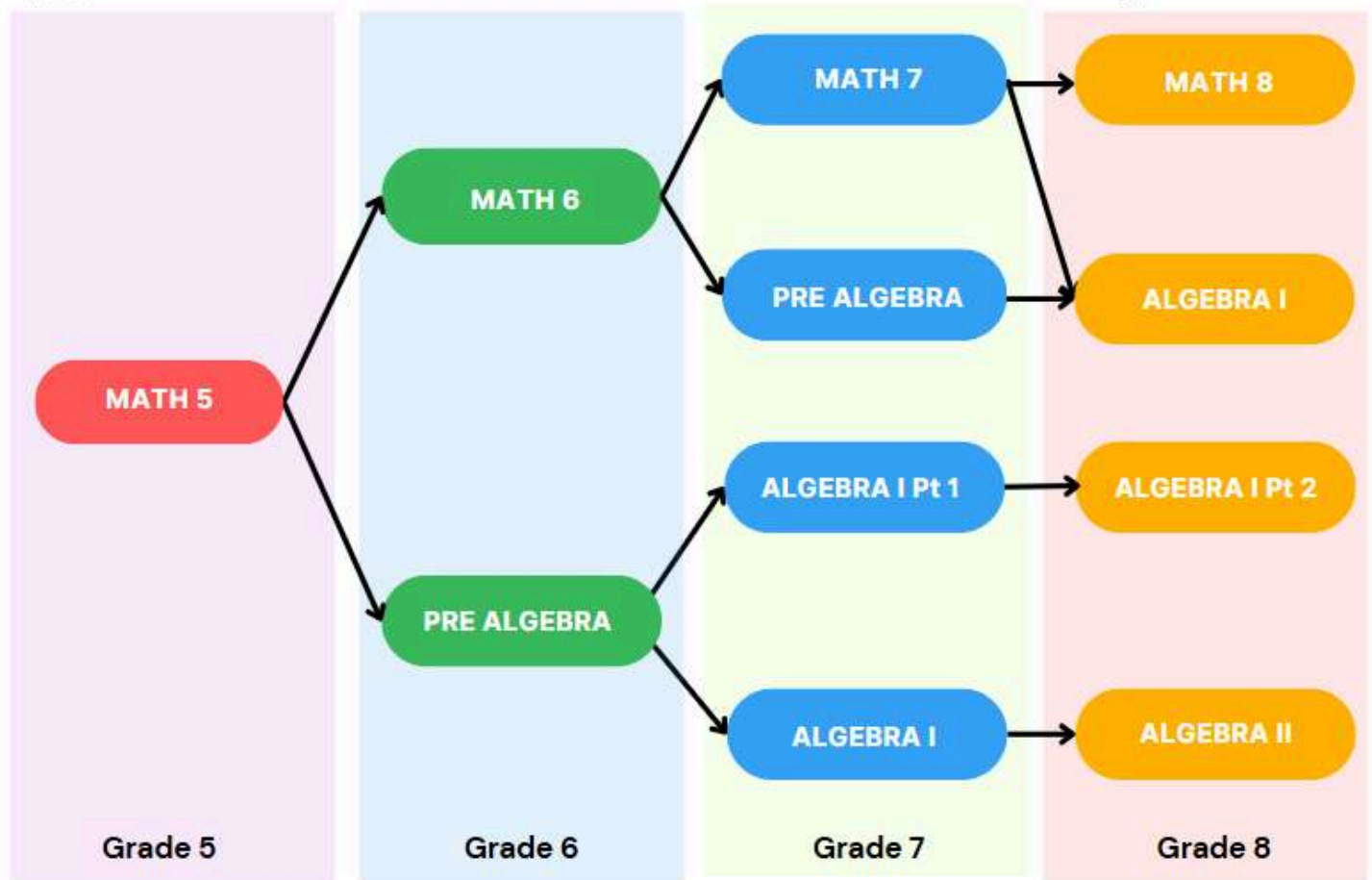
Lastly, students in grades 5-8 may not take external mathematics courses over the summer to seek advancement. The core content standards covered in PRMS mathematics courses are foundational for success in higher level courses. Opportunities for advancement in mathematics are available at RHS. Those details can be found in the RHS Course of Study Guide.

## Potential PRMS Math Sequences

The graphics below represent potential sequences that students may have based on placement. Please note: As there is a plan to phase out the Algebra I Part 1 and Part 2 courses after the 25-26 school year, three different potential sequences are included. The 24-25 sequence delineates the offerings during the current school year.



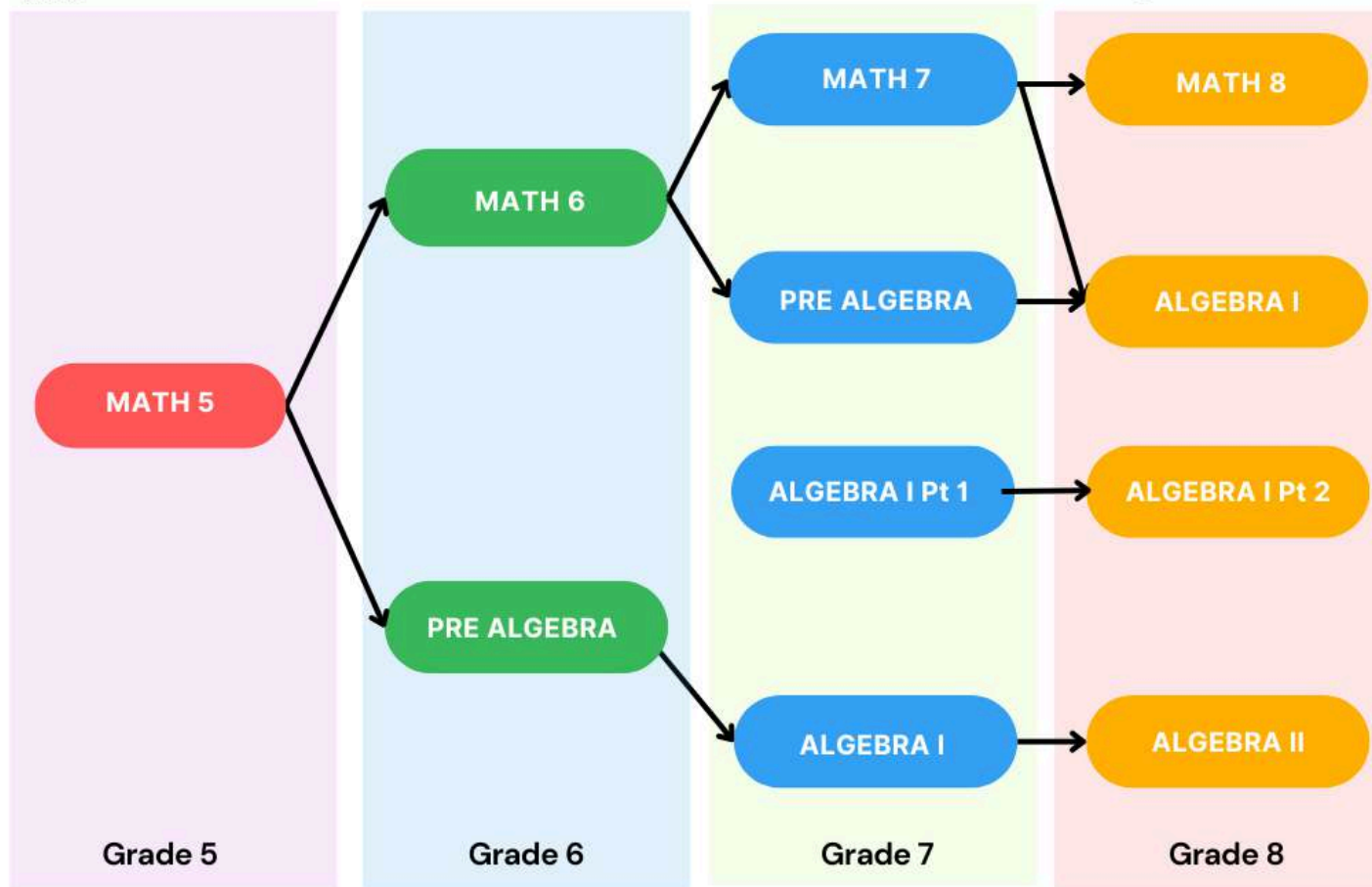
### 24-25 PRMS Math Placement Sequences



The 25-26 sequence delineates the offerings during next school year. While Algebra I Part 2 is still being offered, no student will be placed into Algebra I Part 1. This represents the first step of the phase out process.



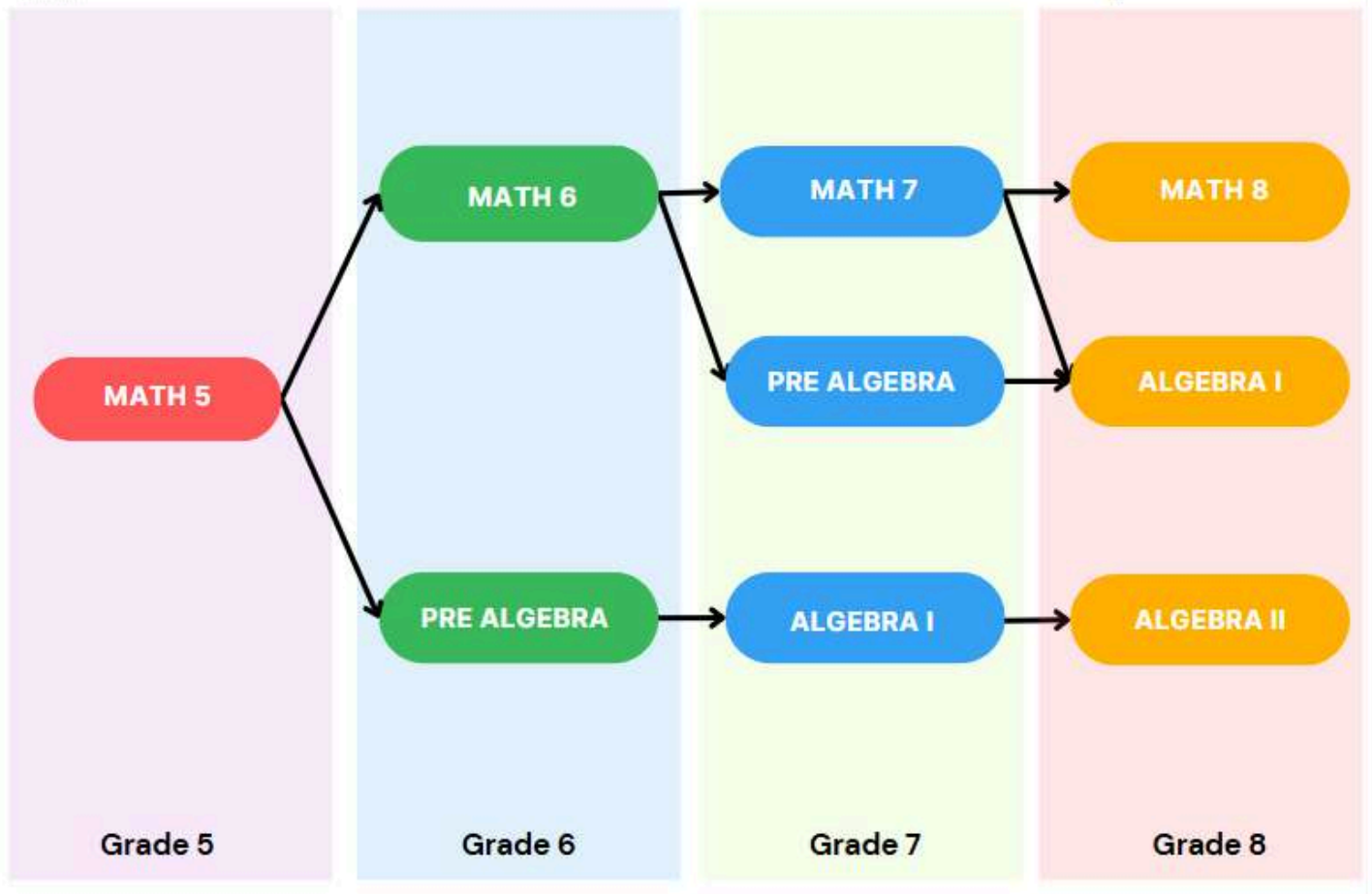
## 25-26 PRMS Math Placement Sequences



The 26-27 sequence delineates the full phase out of Algebra I Part and Part 2 courses. Additionally, please note that students are evaluated according to the rubric at the end of each year. Thus, the first placement encountered does not guarantee placement in one specific sequence throughout sixth through eighth grade.



## 26-27 PRMS Math Placement Sequences



# Math 5 Placement Rubric

**A rubric score of 13 or higher is required for a student in Math 5 to place into PreAlgebra. All students with a rubric score of 12 or less will be placed into Math 6.**

Categories	Criteria	0 Not Meeting RPS Expectations	1 Partially Meeting RPS Expectations	2 Approaching RPS Expectations	3 Meeting RPS Expectations	4 Advanced Meeting RPS Expectations	5 Exceeding RPS Expectations	Score
Benchmark Assessments	i-Ready Spring Diagnostic (Scaled Score)	<436	436-464	465-493	494-527	528-540	541+	
	LinkIt! Spring Benchmark (Percentile)	<54%	54% - 71%	72% - 81%	82% - 93%	94% - 98%	99% +	
	Criteria	0	1	2	3			
Teacher Recommendation	Cumulative Assessment Average	<80%	80% - 89%	90% - 94%	95%+			
	Student Work Ethic	Rarely prepared and engaged in the learning process. Shows limited intellectual curiosity and requires frequent prompting to stay motivated and independent.	Usually prepared and engaged in the learning process. Demonstrates some intellectual curiosity and shows occasional independence, but still needs guidance to stay motivated and self-directed.	Consistently prepared, fully engaged, and self-motivated, demonstrating intellectual curiosity and independence in the learning process.				
TOTAL RUBRIC SCORE								

# Math 6 Placement Rubric

**A rubric score of 13 or higher is required for a student in Math 6 to place into PreAlgebra. All students with a rubric score of 12 or less will be placed into Math 7.**

Categories	Criteria	0 Not Meeting RPS Expectations	1 Partially Meeting RPS Expectations	2 Approaching RPS Expectations	3 Meeting RPS Expectations	4 Advanced Meeting RPS Expectations	5 Exceeding RPS Expectations	Score
Benchmark Assessments	i-Ready Spring Diagnostic (Scaled Score)	<445	445 - 478	479 - 512	513 - 551	552 - 565	566+	
	LinkIt! Spring Benchmark (Percentile)	<51%	51% - 71%	72% - 81%	82% - 93%	94% - 98%	99%+	
	Criteria	0	1	2	3			
Teacher Recommendation	Cumulative Assessment Average	<80%	80% - 89%	90% - 94%	95%+			
	Student Work Ethic	Rarely prepared and engaged in the learning process. Shows limited intellectual curiosity and requires frequent prompting to stay motivated and independent.	Usually prepared and engaged in the learning process. Demonstrates some intellectual curiosity and shows occasional independence, but still needs guidance to stay motivated and self-directed.	Consistently prepared, fully engaged, and self-motivated, demonstrating intellectual curiosity and independence in the learning process.				
TOTAL RUBRIC SCORE								

# Math 7 Placement Rubric

A rubric score of 13 or higher is required for a student in Math 7 to place into Algebra I. All students with a rubric score of 12 or less will be placed into Math 8.

Categories	Criteria	0 Not Meeting RPS Expectations	1 Partially Meeting RPS Expectations	2 Approaching RPS Expectations	3 Meeting RPS Expectations	4 Advanced Meeting RPS Expectations	5 Exceeding RPS Expectations	Score
Benchmark Assessments	i-Ready Spring Diagnostic (Scaled Score)	<439	439 - 477	478 - 515	516 - 555	556 - 570	571+	
	LinkIt! Spring Benchmark (Percentile)	<41%	41% - 66%	67% - 76%	77% - 92%	93% - 98%	99%+	
<div> <div>Criteria</div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> </div>								
Teacher Recommendation	Cumulative Assessment Average	<80%	80% - 89%	90% - 94%	95%+			
	Student Work Ethic	Rarely prepared and engaged in the learning process. Shows limited intellectual curiosity and requires frequent prompting to stay motivated and independent.	Usually prepared and engaged in the learning process. Demonstrates some intellectual curiosity and shows occasional independence, but still needs guidance to stay motivated and self-directed.	Consistently prepared, fully engaged, and self-motivated, demonstrating intellectual curiosity and independence in the learning process.				
TOTAL RUBRIC SCORE								



# PreAlgebra (Grade 6) Placement Rubric

A rubric score of 10 or higher is required for a sixth grade student in PreAlgebra to place into Algebra I. All students with a rubric score of less than 10 or less will be placed into Math 7.

Categories	Criteria	0 Not Meeting RPS Expectations	1 Partially Meeting RPS Expectations	2 Approaching RPS Expectations	3 Meeting RPS Expectations	4 Advanced Meeting RPS Expectations	5 Exceeding RPS Expectations	Score
Benchmark Assessments	i-Ready Spring Diagnostic (Scaled Score)	<445	445 - 478	479 - 512	513 - 551	552 - 565	566+	
	LinkIt! Spring Benchmark (Percentile)	<41%	41% - 66%	67% - 76%	77% - 92%	93% - 98%	99%+	
	Criteria	0	1	2	3			
Teacher Recommendation	Cumulative Assessment Average	<80%	80% - 89%	90% - 94%	95%+			
	Student Work Ethic	Rarely prepared and engaged in the learning process. Shows limited intellectual curiosity and requires frequent prompting to stay motivated and independent.	Usually prepared and engaged in the learning process. Demonstrates some intellectual curiosity and shows occasional independence, but still needs guidance to stay motivated and self-directed.	Consistently prepared, fully engaged, and self-motivated, demonstrating intellectual curiosity and independence in the learning process.				
TOTAL RUBRIC SCORE								

# PreAlgebra (Grade 7) Placement Rubric

A rubric score of 10 or higher is required for a seventh grade student in PreAlgebra to place into Algebra I. All students with a rubric score of less than 10 or less will be placed into Math 8.

Categories	Criteria	0 Not Meeting RPS Expectations	1 Partially Meeting RPS Expectations	2 Approaching RPS Expectations	3 Meeting RPS Expectations	4 Advanced Meeting RPS Expectations	5 Exceeding RPS Expectations	Score
Benchmark Assessments	i-Ready Spring Diagnostic (Scaled Score)	<439	439 - 477	478 - 515	516 - 555	556 - 570	571+	
	LinkIt! Spring Benchmark (Percentile)	<41%	41% - 66%	67% - 76%	77% - 92%	93% - 98%	99%+	
<div> <div>Criteria</div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> </div>								
Teacher Recommendation	Cumulative Assessment Average	<80%	80% - 89%	90% - 94%	95%+			
	Student Work Ethic	Rarely prepared and engaged in the learning process. Shows limited intellectual curiosity and requires frequent prompting to stay motivated and independent.	Usually prepared and engaged in the learning process. Demonstrates some intellectual curiosity and shows occasional independence, but still needs guidance to stay motivated and self-directed.	Consistently prepared, fully engaged, and self-motivated, demonstrating intellectual curiosity and independence in the learning process.				
TOTAL RUBRIC SCORE								

# Algebra I Part 1 (Grade 7) Placement Rubric

A rubric score of 10 or higher is required for a seventh grade student in Algebra I Part 1 to place into Algebra I Part 2. All students with a rubric score of less than 10 or less will be placed into Math 8.

Categories	Criteria	0 Not Meeting RPS Expectations	1 Partially Meeting RPS Expectations	2 Approaching RPS Expectations	3 Meeting RPS Expectations	4 Advanced Meeting RPS Expectations	5 Exceeding RPS Expectations	Score
Benchmark Assessments	i-Ready Spring Diagnostic (Scaled Score)	<439	439 - 477	478 - 515	516 - 555	556 - 570	571+	
	LinkIt! Spring Benchmark (Percentile)	<50%	31% - 50%	51% - 60%	61% - 83%	84% - 92%	93%+	
Criteria0123								
Teacher Recommendation	Cumulative Assessment Average	<80%	80% - 89%	90% - 94%	95%+			
	Student Work Ethic	Rarely prepared and engaged in the learning process. Shows limited intellectual curiosity and requires frequent prompting to stay motivated and independent.	Usually prepared and engaged in the learning process. Demonstrates some intellectual curiosity and shows occasional independence, but still needs guidance to stay motivated and self-directed.	Consistently prepared, fully engaged, and self-motivated, demonstrating intellectual curiosity and independence in the learning process.				
TOTAL RUBRIC SCORE								

# Grade 7 Algebra I Placement

Grade 7 students who are currently enrolled in Algebra I will be placed into their eighth grade course based on cumulative assessment average. The chart below details the averages that would necessitate a course repeat or advancement to Algebra II. For the 2025-2026 school year, Algebra I Part 2 will be an option. Moving forward, students with less than a 70% assessment average will be required to repeat the Algebra I course.

Criterion: Cumulative Assessment Average	<70%	70% - 100%
Algebra I	Algebra I Part 2	Algebra II

# Grade 8 Math Placement

Grade 8 students who are currently enrolled in Algebra I Part 1, Algebra I, or Algebra II will be placed into their ninth grade course based on cumulative assessment average. The chart below details the averages that would necessitate a course repeat, advancement to a college preparatory course level, or advancement to an honors course level.

	Criterion: Cumulative Assessment Average	<70%	70% - 89%	90% +
Course	Algebra I Part 1	Algebra I	Algebra I Part 2	Algebra I Part 2
	Algebra I	Algebra I Part 2	Algebra II	Algebra II Honors
	Algebra II	Algebra II	Geometry	Geometry Honors

## Grade 8 Math Placement continued

At RHS, students enrolled in Algebra I also have access to a Math Lab 9 support class. For students in Math 8, the iReady Middle of Year diagnostic benchmark is used to help identify students who may need additional support for success in the RHS Algebra I course. A rubric score of 11 or higher will place students into Algebra I without a recommendation for Math Lab 9, though students may request the course. A rubric score of between 6 - 10 points will place students into Algebra I with a strong recommendation for Math Lab 9. Students and families may complete an exit waiver form to opt out of the course. A rubric score of 5 points or lower will place students into Algebra I with a mandatory placement into Math Lab 9.

Categories		0 points	1 points	2 points	3 points	Score
Criterion: iReady Middle of Year Diagnostic Score	Numbers and Operations	Three or more grade levels below (5th and below)	Two grade levels below (6th)	One grade level below (7th)	On grade level (8th)	
	Algebraic Thinking	Three or more grade levels below (5th and below)	Two grade levels below (6th)	One grade level below (7th)	On grade level (8th)	
	Measurement and Data	Three or more grade levels below (5th and below)	Two grade levels below (6th)	One grade level below (7th)	On grade level (8th)	
	Geometry	Three or more grade levels below (5th and below)	Two grade levels below (6th)	One grade level below (7th)	On grade level (8th)	
Assessment Avg		59% and below	60-69%	70-79%	80%+	
TOTAL RUBRIC SCORE						