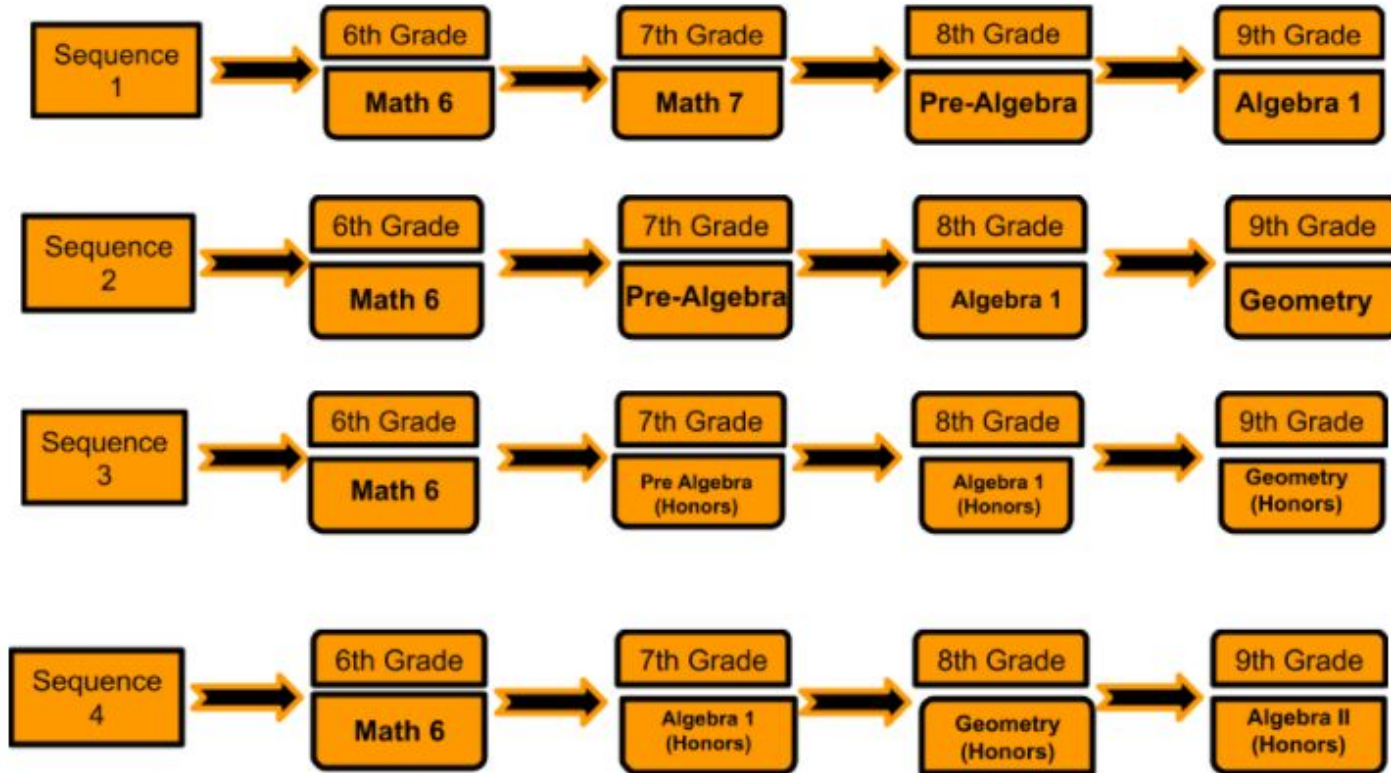


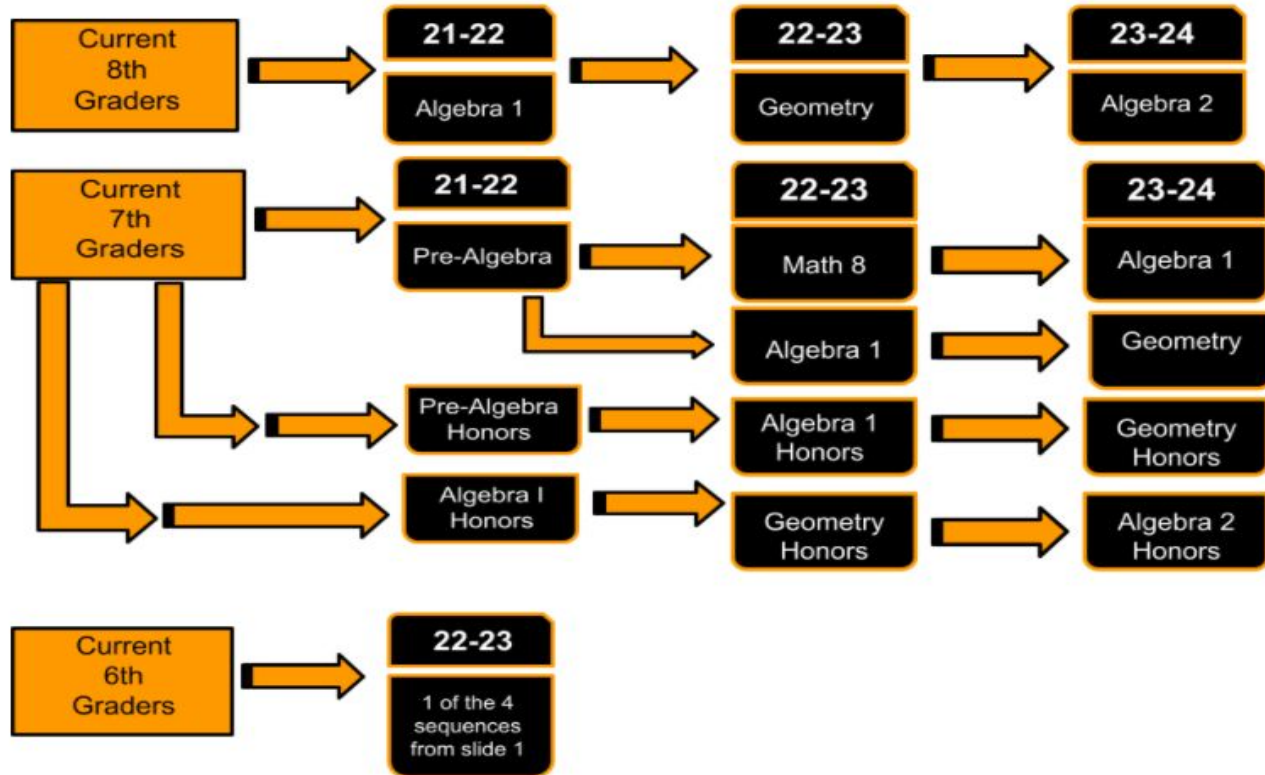


Fort Lee Math Criteria and Sequencing

Fort Lee Public Schools Math Sequencing



Progression of Current Students



Math Criteria to Review for Placement

| Evaluative Area | Measure |
|-----------------------------|---|
| Academics 50% | <ul style="list-style-type: none">➤ FG after 3 marking periods [25%]<ul style="list-style-type: none">○ (average of the 3)➤ Unit Test Average [25%] |
| Standardized Testing 25% | <ul style="list-style-type: none">➤ STAR 360 Math [12.5%]➤ State of NJ Math Assessment [12.5%] |
| Teacher Input 25% | <ul style="list-style-type: none">➤ 32 Point Rubric Based On: [25%]<ul style="list-style-type: none"><input type="checkbox"/> Classwork<input type="checkbox"/> Participation<input type="checkbox"/> Homework<input type="checkbox"/> Attentiveness<input type="checkbox"/> Motivation<input type="checkbox"/> Demonstrated Ability<input type="checkbox"/> Effort<input type="checkbox"/> Level of Interest |

32 Point Teacher Rubric

| | 4 | 3 | 2 | 1 |
|----------------------|---|---|--|--|
| Classwork | Work assigned in class is complete and of excellent quality | Work assigned in class is mostly complete and of good quality | Work assigned in class is sometimes complete. Quality is inconsistent | Work assigned in class is rarely complete and of poor quality |
| Homework | Work assigned for homework is complete and of excellent quality | Work assigned for homework is mostly complete and of good quality | Work assigned for homework is sometimes complete. Quality is inconsistent | Work assigned for homework is rarely complete and of poor quality |
| Motivation | Student is highly self-motivated | Student is motivated by a mixture of intrinsic and extrinsic (grades, rewards, etc.) factors | Student shows sporadic motivation based primarily on extrinsic factors | Student shows low levels of motivation |
| Effort | Student thrives and perseveres in challenging situations. | Student does best to rise to challenges. | Student shies away from challenging situations | Student gives up when challenges arise |
| Participation | Student is eager to contribute to class discussions, groups, etc. | Student will contribute when called upon to do so | Students participation in class discussions and activities is sporadic, even when explicitly called upon | Student is not an active participant in class discussions or activities |
| Attentiveness | Student is attentive in class and requires little redirection | Student may require minimal redirection, but for the most part is attentive in class | Student is mostly inattentive unless redirected | Student is inattentive in class even when efforts are made to redirect |
| Demonstrated Ability | Student demonstrates higher order thinking by asking meaningful questions and offering thoughtful answers with respect to math. A strong aptitude for the subject is exhibited. | Student gives thoughtful answers to higher order questions and shows a good aptitude for the subject. | Student occasionally offers questions and/or answers. Shows average aptitude for the subject | Student rarely contributes answers or meaningful questions to the class. Demonstrated aptitude is minimal. |
| Level of Interest | Explores a topic in depth, yielding insight and/or information indicating interest in the subject | Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject | Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject. | Demonstrates no interest in the subject area or topic. |
| Total | | | | |

Total Number of Points (Max 32): _____

Sample Of Student Scores

Student A

| Evaluative Area | Measure | | | | |
|--|---|--|---|------------------------------------|---|
| Academics | <table border="1"><tr><td data-bbox="896 372 1170 467">Final Grade after 3 Marking Periods</td><td data-bbox="1174 372 1389 416">$92 \times .25 = 23$</td></tr><tr><td data-bbox="896 469 1170 521">Unit Test Average</td><td data-bbox="1174 469 1389 513">$89 \times .25 = 22.75$</td></tr></table> | Final Grade after 3 Marking Periods | $92 \times .25 = 23$ | Unit Test Average | $89 \times .25 = 22.75$ |
| Final Grade after 3 Marking Periods | $92 \times .25 = 23$ | | | | |
| Unit Test Average | $89 \times .25 = 22.75$ | | | | |
| Standardized Testing | <table border="1"><tr><td data-bbox="896 603 1195 647">STAR 360 Math %</td><td data-bbox="1199 603 1437 647">$87\% \times .125 = 10.875$</td></tr><tr><td data-bbox="896 649 1195 732">State of NJ Math Assessment</td><td data-bbox="1199 649 1437 693">$80 \times .125 = 10$</td></tr></table> | STAR 360 Math % | $87\% \times .125 = 10.875$ | State of NJ Math Assessment | $80 \times .125 = 10$ |
| STAR 360 Math % | $87\% \times .125 = 10.875$ | | | | |
| State of NJ Math Assessment | $80 \times .125 = 10$ | | | | |
| Teacher Input (<u>Out of 32 Points</u>) | <table border="1"><tr><td data-bbox="938 813 1383 945">$\frac{28}{32} = 87.5\% \times .25 = 21.875$</td></tr></table> | $\frac{28}{32} = 87.5\% \times .25 = 21.875$ | | | |
| $\frac{28}{32} = 87.5\% \times .25 = 21.875$ | | | | | |
| Overall Total | 88 Points | | | | |

When Enrolled in an Honors Math Class

Students must earn an average of 80 or greater for the year to remain in the honors math course sequence at the middle school.



Alternate Methods of Course Advancement

