



Amador County Unified School District Criteria for 9th Grade Mathematics Placement

Placement into 9th grade mathematics classes is based on grades from the student's 8th grade math course, course-specific mastery test results, and results of the CSU/UC Mathematics Diagnostic Testing Project (MDTP) placement test. California Assessment of Student Performance and Progress (CAASPP) Summative Assessment scores will assist with student placement as well.

8th grade teachers are required to make initial placement recommendations in December for scheduling purposes. However, final 8th grade teacher recommendations will be submitted by the last day of school, after the placement tests required by the California Mathematics Placement Act of 2015 have been given and additional data is available. 8th grade teachers are required to follow the placement criteria outlined below when submitting final recommendations.

Within the first month of the 9th grade year, all students shall be reevaluated using the CSU/UC Mathematics Diagnostic Testing Project (MDTP) readiness test for the mathematics course they are enrolled in to ensure that they are appropriately placed.

Algebra 1 G

Placement Criteria: For any student who does not meet requirements for Algebra 1CP.

This course is designed for students entering high school below grade level as measured by 8th grade mathematics grade level standards. This course will prepare students for success in the Algebra I CP course. Topics include math computation and pre-algebra concepts with a CA State Standards focus. This course is currently going through revision in order to best meet the needs of 9th grade students who have been enrolled in 8th grade CA State Standards math.

Algebra 1CP

Placement Criteria (meeting 3 of 4 criteria is automatic placement, 2 of 4 is conditional):

- Maintain a C or better in the prerequisite course (B or better is recommended)
- Achieve the requisite score on the MDTP placement test,
- Achieve a 90% or higher on the ACUSD subject-level mastery test,
- Achieve "Standard Nearly Met" or better on CAASPP.

This course is designed for students entering high school at or near grade level as measured by 8th grade mathematics grade level standards. Topics in this course are CA State Standards based and include solving multi-step and absolute value equations, solving proportions, solving a system of equations algebraically, solving and graphing compound inequalities, solving and graphing absolute value inequalities and systems of inequalities, graphing linear equations and systems of linear equations, writing equations of lines between two points and of lines parallel

and perpendicular to a line and a given point, simplifying exponential expressions, function notation, evaluating and graphing functions, multiplying and factoring polynomials, solving quadratic equations by factoring, the quadratic formula and completing the square, and performing operations with rational expressions.

Geometry CP

Placement Targets (meeting 3 of 4 criteria is automatic placement, 2 of 4 is conditional):

- Maintain a C or better in Algebra 1CP in 8th grade (B or better is recommended)
- Achieve the requisite score on MDTP placement test,
- Achieve a 90% or higher on the ACUSD subject-level mastery test,
- Achieve "Standard Nearly Met" or better on CAASPP.

This course is designed for students who have completed a rigorous, standards-aligned Algebra I CP course in 8th grade. Topics in this course are CA State Standards based and include inductive and deductive reasoning, properties and proofs of parallel and perpendicular lines and congruent triangles, relationships with triangles, properties of polygons and quadrilaterals, similar shapes and proportional reasoning, trigonometry, transformations, properties of circles, finding area and perimeter of triangles, various quadrilaterals, regular polygons and circles, and finding the surface area and volume of prisms, pyramids, cones, cylinders, and spheres.

Appeal Process

Per Board Policy 6152.1, if a student or parent/guardian questions the student's placement, he/she may appeal the decision to the Superintendent or designee. As the Superintendent's designee, the high school principal, in collaboration with the math department chair and counselor, shall decide whether or not to overrule the placement determination. The decision of the Superintendent or designee shall be final.