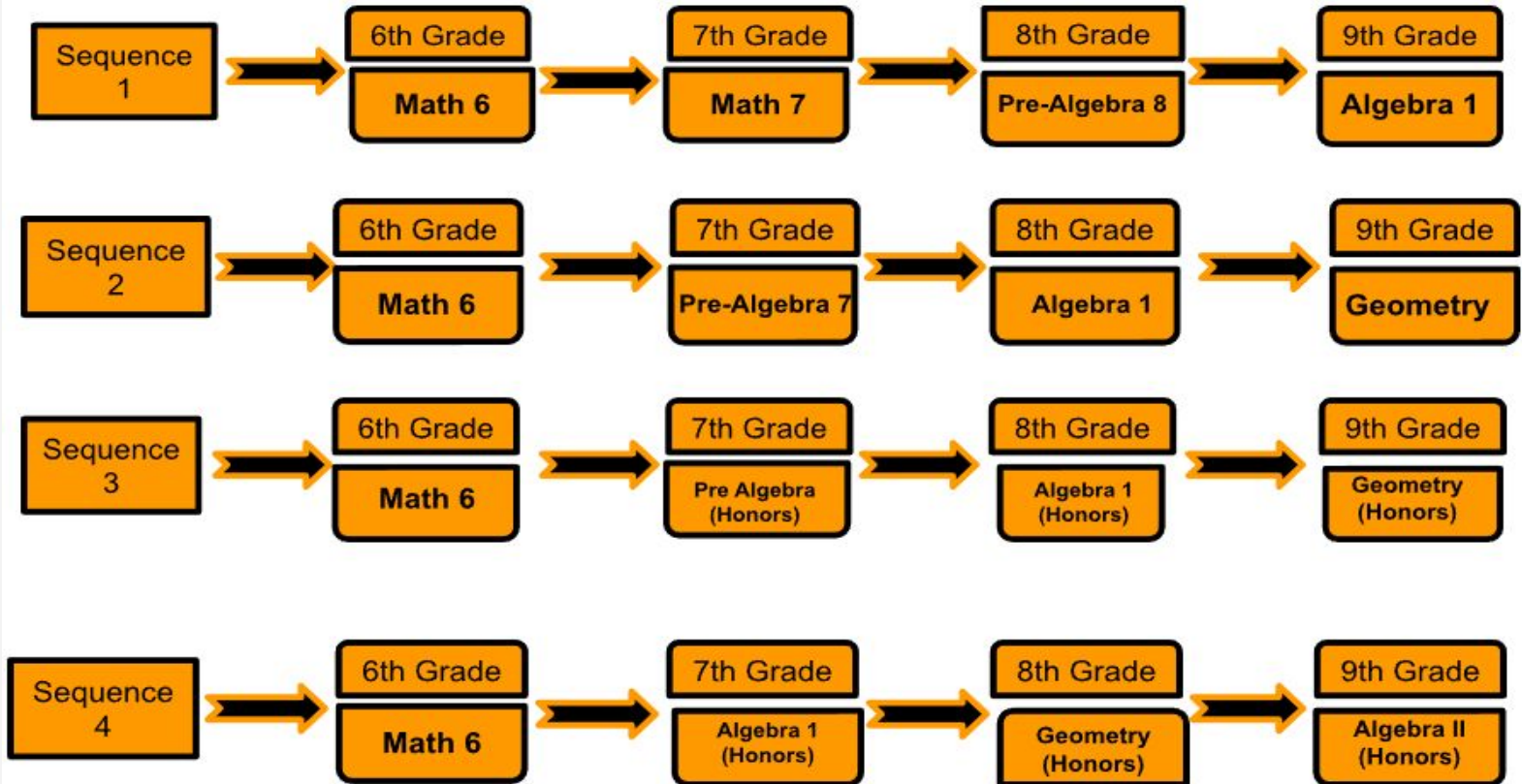




Fort Lee Math Criteria and Sequencing

Fort Lee Public Schools Math Sequencing



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	Final Grade after 3 Marking Periods $92 \times .25 = 23$
	Unit Test Average $89 \times .25 = 22.75$
Standardized Testing	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>)	$\frac{28}{32} = 87.5\% \times .25 = 21.875$
Overall Total	88 Points

Alternate Methods of Course Advancement

