



## PTCNET SURVEY RESULTS - 2019

<b>Topic:</b> Middle School Math Leveling	<b>Date conducted:</b> 12-10-2019
<b>Number of responses:</b> 39	<b>Submitted by:</b> Peter Lutkoski

[Grade 5]	[Grade 6]	[Grade 7]	[Grade 8]	Please add any explanatory information here.
One level	One level	One level	One level	
One level	One level	One level	Two levels	G5 for us is elementary/primary school. G6 & G7 have 5 sections - each section the students taught in mixed ability homeroom groups. G8 we have 6 sections - for mathematics we join two sections together and create three streamed groups for mathematics; one is an extended programme the other two groups are standard level mathematics with two different paces. Mathematics and the perception amongst our parental body is are continual controversial topic. I would be really interested in the results.
One level	One level	One level	Two levels	We work off of a differentiation model in 5, 6 and 7. Please share the results with me.....as it is something we also grapple with.
Two levels	Two levels	One level	One level	We push in for intervention in primary for two teachers during instruction on several days of the week. In secondary there is a weekly intervention block when students are grouped by level.
One level	One level	One level	One level	We prefer to differentiate within a classroom rather than set up groupings that can become divisive and label students.
One level	One level	Two levels	Two levels	We have a math lab in all grades (interventions course) that would run parallel to a student's regular math course. The two levels in 7 and 8 are regular and extended course.
One level	One level	One level	One level	We briefly tried some ability grouping in Grade 8. Despite our best efforts, it quickly turned into tracking so we dropped it.
One level	One level	One level	One level	Up to grade 8, teachers work a great deal with stations in the mixed ability classroom. From grade 9, we split into two levels, which then feed into the IB Diploma courses.
	One level	One level	One level	
One level	One level	One level	One level	For us, MS is developmentally too early to level students. We wait until high school.
One level	One level	One level	One level	
One level	One level	One level	Two levels	
One level	One level	One level	One level	We are an MYP school
Two levels	Two levels	Other (com	Other (com	For grade 7 we offer the grade 6 standards (CCSS), foundations for Algebra and Algebra 1. For grade 8 we offer foundations for Algebra, Algebra 1 and Geometry.
One level, Other	Two levels	Two levels	Two levels	We have a program in elementary school called "Enrichment and Extension" for students who exceed expectations on math pre-assessments and have high MAP scores on that strand. They have a math specialist teacher for that unit if they meet the criteria. We are considering eliminating levels altogether.
		Two levels	Two levels	We have implemented tiered instruction in all Math classes from 7th - 10th grades. Every lesson has three levels of complexity, students choose their comfort level, guided by the teacher, but they are graded according to the grade level expectation. This creates opportunities for students below grade level to catch up and also space for students who need to be challenged to move faster.
One level	One level	Two levels	Two levels	We are grappling with this same question!
One level	One level	One level	Two levels	We have 4 kids in gr 6 taking gr 7 math, about 6 in grade 7 taking grade 8 math. We also have about 9 kids taking HS math in grade 8. In grade 8 we offer grade 8 math and algebra - about 75% take algebra. Please can you share your results with me :) pcurtis@asij.ac.jp
One level	One level	One level	One level	We use the Challenge By Choice program where kids can choose on a daily basis which level they want to work at. The assessments are also have choice as well. Each student has to do the a standard level question and then can choose to work at an advanced or highly advance level.
One level	One level	One level	One level	PYP/MYP
One level	Two levels	Two levels	Two levels	We basically have two levels at every grade Core and Extended, but a rare few students demonstrate particularly advanced skills and in those students may be "doubly" accelerated to an advanced class in another grade (for example a grade 7 student in Grade 8 extended). We also have a small number of math students on a modified program due to significant gaps and they are enrolled in an individualized Foundations course to close the gaps and build the foundation.
One level	One level	One level	One level	Some after-school math support is available for grades 6-8. We split into standard and extended math beginning in grade 9.



# Principals' Training Center

quality training for international educators

[Grade 5]	[Grade 6]	[Grade 7]	[Grade 8]	Please add any explanatory information here.
One level	One level	One level	One level	We are a very small school, but I believe we wouldn't stream even if we had larger groups. We do, however, make accommodations for certain students. We currently have a grade 4 student doing maths with grade 6 as he is very advanced and we allocate additional maths support for one on one classes for students who are really struggling when we have enough teachers.
One level	One level	One level	One level	We are MYP school so have not split levels for these grades. We have split into 2 for grade 10 and are looking at splitting for grade 9 but logistics and teacher numbers are not conducive to the initiative.
One level, Two	Two levels	Two levels	Two levels	At the moment, our Grade 6 teachers are diving into the research and exploring the possibility of having only one level in G6. Our grade 5 currently has a pull-out extension group for Math, but this will be the last year.
	Two levels	Two levels	Two levels	We are an IB/DP school and curious how others are supporting math when not MYP. I would love to see the survey results. Thank you for initiating this.
	One level	One level	One level	We have mixed level groupings in grade 6 - 8.
One level	One level	One level	One level	We differentiate within our classes for the varied abilities of students.
	One level	One level	One level	
One level	One level	One level	One level	Within the classes 6-8 we have "Challenge by Choice" and enrichment extension opportunities. In addition, we utilize internal screeners developed/tied to our ACARA curriculum and IXL for common core. These data points provide differentiation in delivery without separate classes.
One level	One level	One level	One level,	In our Middle School, we do not have ability based groups with the exception of 8th grade, that course is named the same but our High Ability students are grouped together as they tend to be significantly higher than their peers.
	Two levels	Two levels	Two levels	
Other (commen	One level	One level	One level	In Grade 5, students are grouped and regrouped in Maths instruction based on the unit and student progress.
One level, Othe	One level	One level	One level	We used to have separate levels, core and extended, but have recently taught mixed ability classes. My preference would be to do the same with Grade 9/10, but this would be a managed change; and probably offering pure math extension, either in a separate lesson, or in extra-curricular clubs. Part of this rationale was the difficulty in comparing scoring a grade 5, say, in Extended and comparing what (if any difference) the grade would be in Core. Recent changes to the DP (i.e. HL Math becoming (marginally) more accessible) has resulted in less need to stream the students, and more on focusing on attainment levels and using those to help us make decisions.
One level	One level	One level	One level	
One level	One level	One level	One level	The Middle School is all heterogeneously grouped.
One level, Othe	One level	One level	One level	Grade 5 is not part of our middle school but there is only one level per class. We also have one level in grade 9 classes - high school. Also adding a link to some research in case it's of interest: <a href="https://www.cambridgemaths.org/Images/espresso_5_attainment_grouping_in_mathematics_learning.pdf">https://www.cambridgemaths.org/Images/espresso_5_attainment_grouping_in_mathematics_learning.pdf</a>
	One level	One level	Two levels	Moving to one level in Grade 8 next year
One level	One level	One level	Two levels	At the Anglo-American School of Moscow we only introduce 2 levels in 8th grade where students who have already demonstrated the 8th grade learning targets study 9th grade Integrated Maths 1.