



Placement Pathways

Marlboro Township Public Schools (MTPS) offers myriad courses of study to address the needs of all students. This communication has been made available in an effort to help all stakeholders understand the process employed by the district with respect to the placement process. Placement into any district program includes the meeting or exceeding of district criteria (multiple measures). In an effort to equitably offer specific courses to students who demonstrate a need, MTPS has developed a three-pathway approach. *Please note that this multiple pathway approach does not apply to G&T/Honors programs.*

Pathway I

- Student meets all district criteria for a desired course. Student is placed in the appropriate course in accordance with district criteria.

Pathway II

- Student misses only one district criterion for a desired course
 - Additional information is sought by MTPS including but not limited to, consultation with student's teacher(s), review of additional work samples, review of student grades, additional testing.

Additional testing is administered with parental/guardian permission. Such testing may include unfamiliar content to the student. While the district neither requires nor endorses preparation for any additional testing, students have the ability to prepare on their own time.

Sample Pathway II Scenario:

A student is in the spring of his/her 4th grade school year and is currently enrolled in 4B mathematics. He/she is vying to be enrolled in C level math the following school year in grade 5. The student meets all district criteria for placement into C level mathematics with the exception of the CogAT. A committee meeting is held including district and school administration and a plan is devised to provide the opportunity for the student to be considered for C level mathematics in 5th grade based on all data points discussed. Knowing the child has the opportunity to advance from 4th grade mathematics directly to 6th grade mathematics (5C) and will skip the 5th grade mathematics standards, the committee decides that the child must demonstrate knowledge of 5th grade mathematics skills and standards prior to being considered for C level mathematics. The committee's plan to ascertain the student's knowledge of 5th grade mathematics requires the student to take an end of year grade 5 mathematics assessment. Since the student is currently in the spring of his/her 4th grade year, MTPS will not prepare the student for the grade 5 end of year assessment. All 5th grade content to be acquired will be the sole responsibility of the student.

Pathway III

- Student misses more than one criteria for a designated course. Student is placed in appropriate course per the placement criteria
- If upon committee review, it is determined that the student should be “watched” for possible placement to a higher level after the start of the new school year, the student will be placed on a school-level watch list
- The decision to move a student to a higher level or have the student remain in the current level will take place after a full committee review.

Sample Pathway III Scenario:

A student is in the spring of his/her 4th grade school year and is enrolled in 4B mathematics. He/she is vying for C level math in grade 5. The student misses two district criteria for placement into C level math. A committee meeting is held including district and school administration and a plan is devised based on all data points discussed. The committee decides to place this student in 5B mathematics for the upcoming school year. The 5B mathematics teacher will be made aware of the student’s watchlist status for a possible move to 5C as soon as enough data is gathered (no later than after the first marking period) that demonstrates the student will be successful with the move to C level.