Bypassing math 6 scoring

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Jacob and Jack's stories

- Attended elementary school in Somerville before
- At grades 5 and 3 (YR23-24), transitioned into Hardy school
- Both started to complain how they are not challenged and bored **"We learned all of this last year!!"** referring to all subjects,
- Especially bad was the **math**, '*kindergarten level'*

Jacob (now in 6th grade) was coming home in tears, every day complaining how silly and demoralizing was his math, how basic and unmotivating it was.

We were hoping that math department would allow him to skip 6th grade math to get to more relevant math for Jacob.

Example…

In Arlington kids don’t know the multiplication table in 4th grade

In Somerville they study the multiplication table in 3rd grade

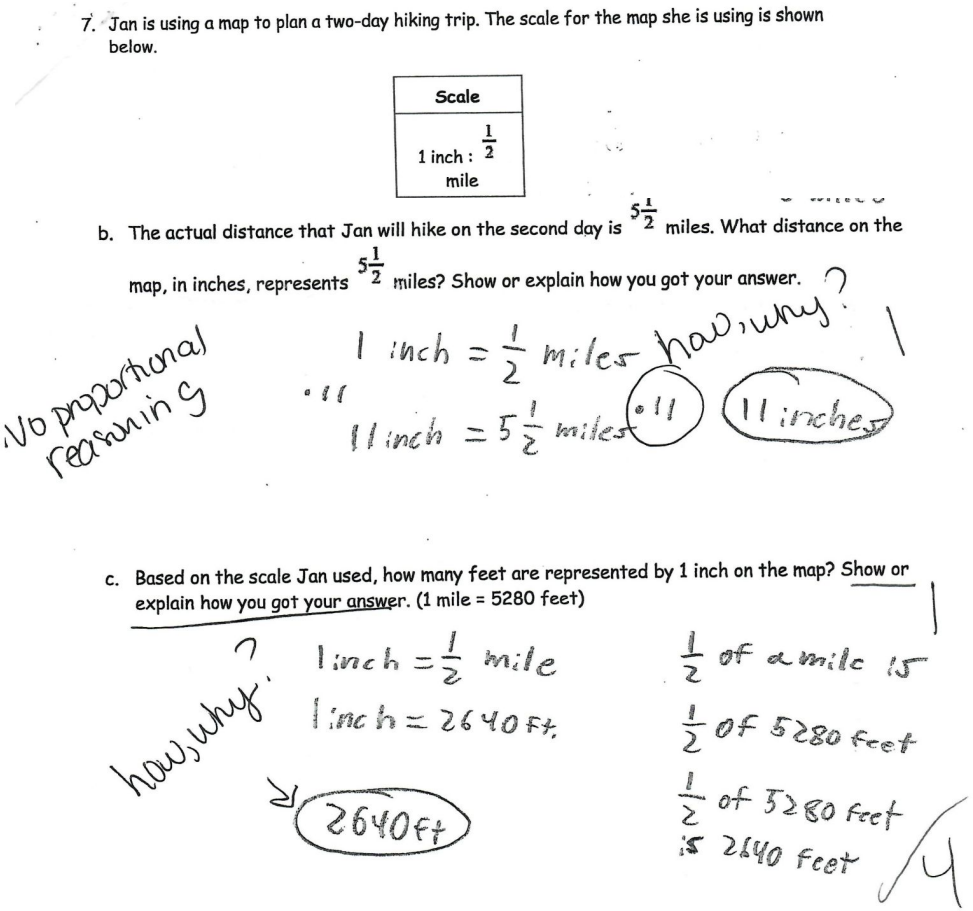
FYI: in European and developed countries in Asia the multiplication table is fully learned by the 2nd grade.

Jacob's bypass 6 test

He was not allowed to pass!

He answered <u>ALL the questions correctly!</u>

(2 points subtracted)



7. Jan is using a map to plan a two-day hiking trip. The scale for the map she is using is shown below.

Scale
1 inch : $\frac{1}{2}$ mile

b. The actual distance that Jan will hike on the second day is $5\frac{1}{2}$ miles. What distance on the map, in inches, represents $5\frac{1}{2}$ miles? Show or explain how you got your answer.

No proportional reasoning

1 inch = $\frac{1}{2}$ miles how, why?

11 inch = $5\frac{1}{2}$ miles

•11

11 inches

c. Based on the scale Jan used, how many feet are represented by 1 inch on the map? Show or explain how you got your answer. (1 mile = 5280 feet)

how, why?

1 inch = $\frac{1}{2}$ mile

1 inch = 2640 ft.

2640 ft

$\frac{1}{2}$ of a mile is

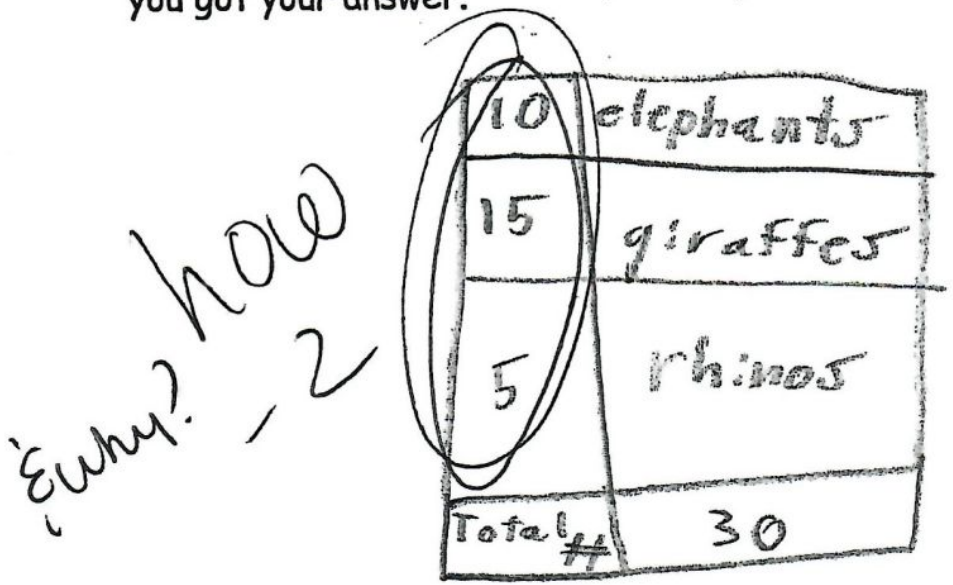
$\frac{1}{2}$ of 5280 feet

$\frac{1}{2}$ of 5280 feet is 2640 feet

4

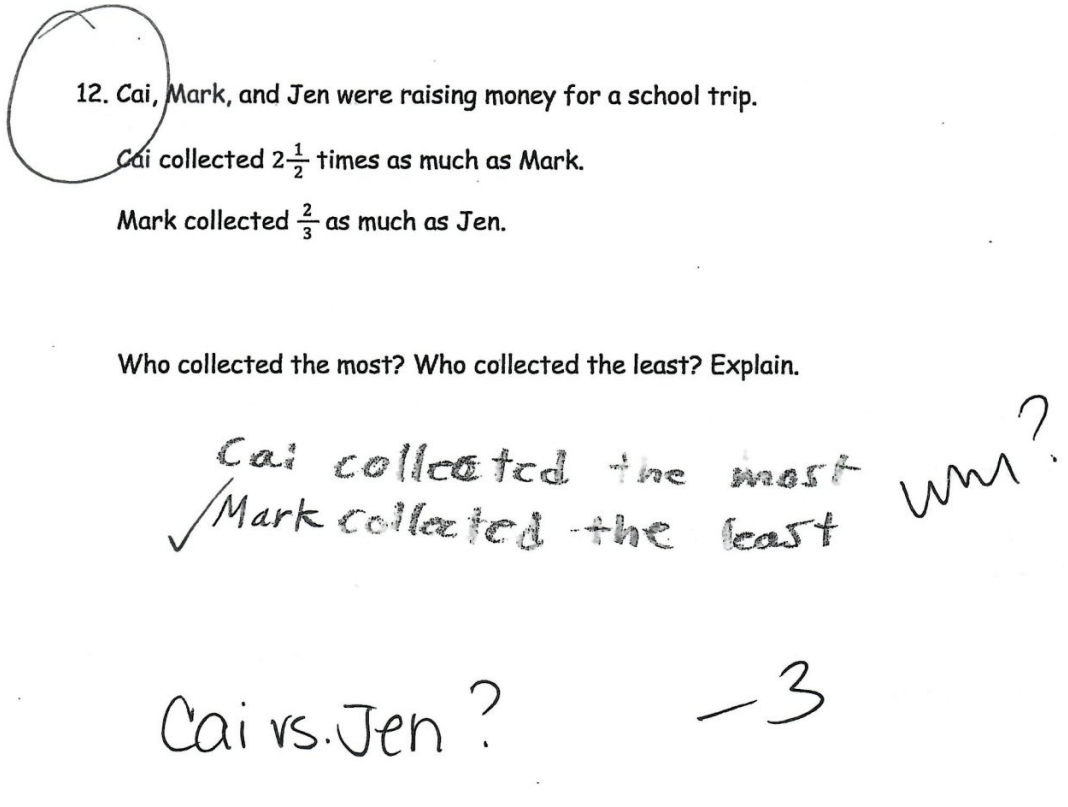
More points subtracted for no reason

b. What is the new total number of animals that will be in the exhibit? Show or explain how you got your answer.



30 animals ✓

3 points were deducted for missing an answer that was not asked!



12. Cai, Mark, and Jen were raising money for a school trip.

Cai collected $2\frac{1}{2}$ times as much as Mark.

Mark collected $\frac{2}{3}$ as much as Jen.

Who collected the most? Who collected the least? Explain.

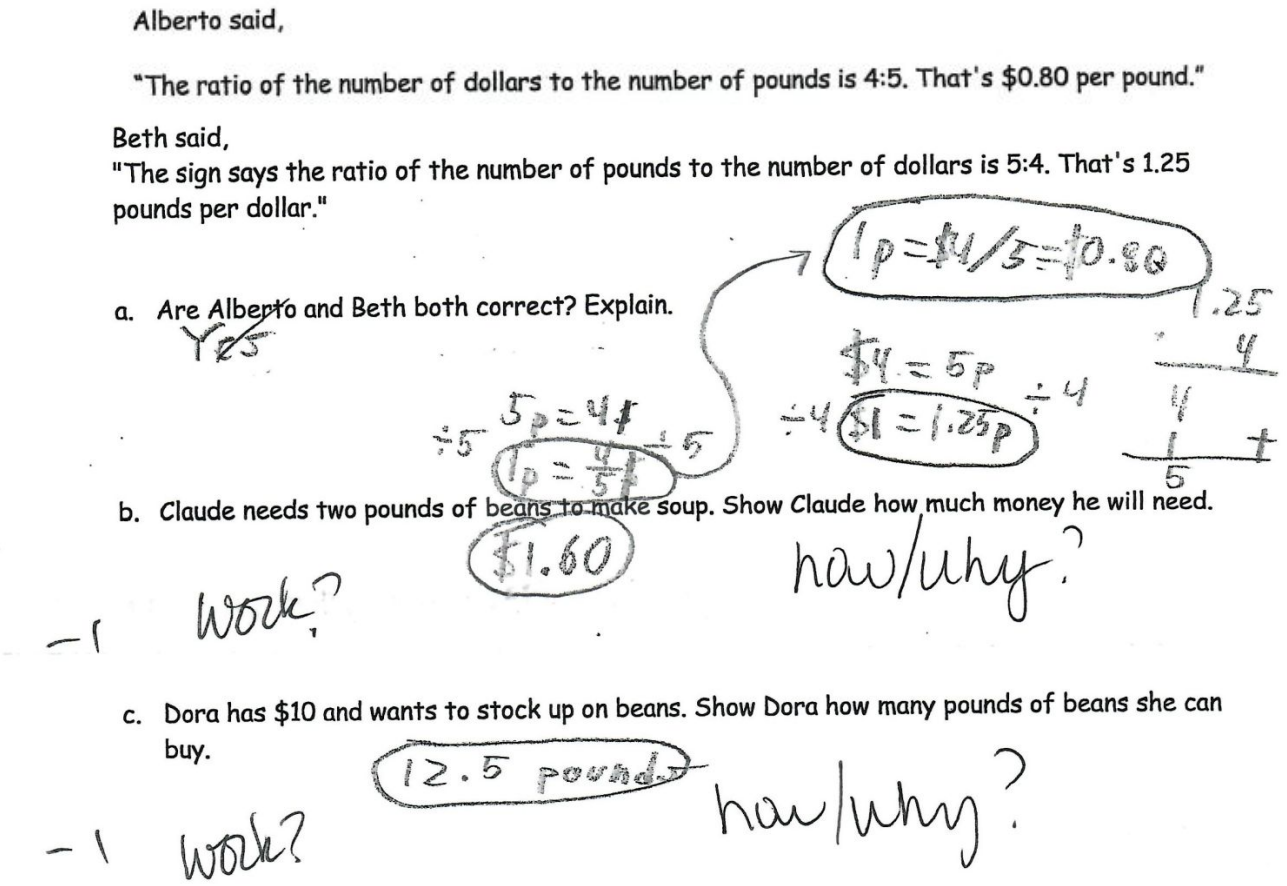
Cai collected the most
✓Mark collected the least

um?

Cai vs. Jen?

−3

Points subtracted for presenting work not in the expected white space:



Alberto said,

"The ratio of the number of dollars to the number of pounds is 4:5. That's $0.80 per pound."

Beth said,
"The sign says the ratio of the number of pounds to the number of dollars is 5:4. That's 1.25 pounds per dollar."

a. Are Alberto and Beth both correct? Explain.

Yes

$1p = \$1/5 = \$0.80$

$5p = \$4$ ÷5 ÷5 $1p = \$4/5$

$\$4 = 5p$ ÷4 ÷4 $\$1 = 1.25p$

1.25
4
4
1
5

b. Claude needs two pounds of beans to make soup. Show Claude how much money he will need.

$1.60

how/why?

-1 work?

c. Dora has $10 and wants to stock up on beans. Show Dora how many pounds of beans she can buy.

12.5 pounds

how/why?

-1 work?

And how else a child should explain it?

15. If $\frac{1}{2}$ cup of water fills $\frac{2}{3}$ of a plastic container, how many containers will 1 cup fill?

b. Which of the following multiplication or division problems represents this situation? Circle the correct solution and explain your reasoning.

a. $\frac{1}{2} \times \frac{2}{3} = ?$ b. $\frac{1}{2} \div \frac{2}{3} = ?$ c. $\frac{2}{3} \div \frac{1}{2} = ?$

$\frac{2}{3} \div \frac{1}{2} = \frac{2}{3} \cdot \frac{2}{1}$

$\frac{1}{2} = \frac{1}{2}$ of a cup

$\frac{2}{3} = \frac{2}{3}$ of a plastic container

Jacob was unfairly graded, and he is one of many qualified kids!

Not only that. He, and all other kids, will blame themselves.

The Arlington’s math department took to such measures to put many kids down.

We need to support our kids, by not pushing them down, but listening to their voices begging to be learning and challenged!

Not bypassing math-6 bars Jacob from AP Physics C, due to pre-requisites

- **For Students Who Bypass 6th-Grade Math:**

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math 7	Algebra 1	Geometry	Algebra 2	Pre-Calculus	AP Calculus	**AP Physics C (E&M), AP Physics C (Mech)**

- **For Students Who Did Not Bypass 6th Grade Math:**

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math 6	Math 7	Algebra 1	Geometry	Algebra 2	Pre-Calculus	AP Calculus

His all learning trajectory is derailed due to this capriciously-graded test

Our kids are barred from advanced classes using this bogus test, and this early!!

- We should let kids try to advance and challenge themselves! If they fail, this is an early low-risk life experience.
- We should let kids be able to skip grades if they show they outgrew them
- We should accept out-of-school course credits
- We should make pre-requisites optional, again, let kids experience academic challenge now so they are.
- Our kids are pleading and they are not being heard and are demotivated.

Some students get math easily, some are better at other things.

Well served students

Underserved students

"Math is hard!"

"This math is easy, I want challenge"

Math level
Easy

Arlington math curriculum level

Students who require advanced math to thrive, are <u>underserved</u> when not allowed to skip grades and progress at their pace

Arlington elementary and middle schools are not listening to kids who beg for challenge

This makes STEM (science and engineering minded) kids frustrated and demoralized.

These could be future engineers who can help solve our climate crisis, speed up curing diseases, build technology to help people in underdeveloped countries and more!

State of gifted education in MA is ranked at the bottom in the US

Please review the attached report titled “Gifted Education in Massachusetts: A Policy and Practice Review”, from

https://www.doe.mass.edu/bese/councils/gifted.html