

Honors Grades 6 - 8

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LMS Student Council receives Honor School, Top Ten Projects, and Middle Level Student Leader of the Year (Brianna Dannemiller) at the Jan. 10 NJASC Convention.

Helpful Links

- > 2016-2017 Year in Review
- > Anti-Bullying
- > Assessment Calendar
- > Board Policies Reading
- > Central Office Administration
- > Demographic Study PowerPoint Presentation
- > Demographic Study Report
- > District Master Calendar
- > Employment Opportunities
- > Facility Usage Calendar
- Office & Contact

District News District Highlights Strategic Plan

Honors Grades 6-8
[Read Full Story >](#)

Resources for Parents - Feeling Safe
[Read Full Story >](#)

Engineering Explorations at West Orange
[Read Full Story >](#)

Special Education Audit Action Plan
[Read Full Story >](#)

SAT Course Proposal
[Read Full Story >](#)

Kindergarten Registration Announcement 2018-19

Upcoming Events

- MAR 8:00 AM - 9:00 AM
3 Girl's Varsity Basketball Game vs. Ridgewood
- MAR 7:00 PM - 9:00 PM
6 WOSEPAC Meeting
- 20 Parents Meeting (Elementary Early Dismissal Only)
- MAR Elementary School Parent Conferences (Elementary Early Dismissal Only)
- 21 Elementary School Parent Conferences (Elementary Early Dismissal Only)
- MAR Elementary School Parent Conferences (Elementary Early Dismissal Only)
- 22 Elementary School Parent Conferences (Elementary Early Dismissal Only)

All information on the district main page.

Changes to Grades 6-8 Honors Process for 2018-2019

- The entrance criteria and percentages are:
 - Grades – 20%
 - Teacher Rating Scale – 20%
 - Writing Sample – 30%
 - Placement Test – 30%
- Students currently in a 6th or 7th grade honors or HAP class, who have an average grade of 80% or higher for marking periods 1-2, will be waived from all entrance criteria and placed in that same subject honors class for the next year.

Changes to Grades 6-8 Honors Process for 2018-2019

- Grades from 5th grade will be utilized for 6th grade honors classes. Grades for 6th and 7th have always been utilized for entrance criteria. The subject grade between MP 1-2 will be averaged.
 - An “A” (90-100) is worth 95,
 - a “B” (80-89) is worth 85, and
 - a “C” (70-79) is worth 75.
- After averaging the two scores together, the student will either receive 20 points for an “A” or 15 points for a “B”.

Changes to Grades 6-8 Honors Process for 2018-2019

- Example 1 – A student receives a B for marking period 1 and an A for marking period 2. B = 85 and A = 95 (Average = 90) A 90 falls between 90-100 so the student would get the points for an A which would be 20 points on the rubric.
- Example 2– A student receives a C for marking period 1 and an B for marking period 2. C = 75 and B = 85 (Average = 80) A 80 falls between 80-89 so the student would get the points for a B which would be 15 points on the rubric.

Changes to Grades 6-8 Honors Process for 2018-2019

- Students must have a B average in the grade level subject to take the placement test and writing sample for the next year.
- Grade level sample questions and honors preparation materials are available on the website.
- Students in an honors class, who have an average grade below 80% for two consecutive marking periods, will be exited out of the honors class. Communication and interventions will happen throughout the marking periods to help the student make progress.



Changes to Grades 6-8 Honors Process for 2018-2019

- All placement tests and writing samples will be completed on the chromebook except the open ended response for mathematics.

West Orange School District
Honors Scoring Matrix for Grades 6-7-8

Student's Name: _____ Grade: _____ Homeroom _____
Teacher: _____

1. The student must earn 85 points from the:
 - a. teacher rating scale,
 - b. averaged subject grade for marking periods 1-2,
 - c. placement test, and
 - d. writing sample
2. Parents can appeal if their child earns at least 80 points. An appeal will not be accepted for a score less than 80.
3. Teacher Rating Scale – There are a total of 20 criteria, each criteria is worth 1 point

Number of Points	30	25	20	15	Total
Average Subject Grade for Marking Periods 1-2 (20%)			A	B	
Teacher Rating Scale (20%) (See #3 above)					
Writing Sample (Based on 4, 3, 2, 1 Rubric) (30%)	4	3	2		
Placement Test (30%)	100-95	94-89	88-83	82-77	

Signature of Principal

1. _____

Honors Scoring Matrix



West Orange Public Schools
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Superintendent of Schools Mr. Jeffrey Rutzky

February 28, 2018

Dear 5th, 6th and 7th Grade Parents and Guardians:

This letter is an overview of the middle school honors program and the upcoming timeline for your child to take the honors assessment(s). English Language Arts, Mathematics, Science and Social Studies honors courses are offered in grades 6-8. Each honors course provides rigorous and challenging learning opportunities specific to the subject content. The honors course is offered daily for 55 minutes, the same amount of time the other classes in the school are offered.

To help you better understand the Middle School Honors Program, two meetings have been scheduled. The information presented at the meetings is the same; therefore, you can choose which meeting is best for your schedule.

- Monday, March 5, 2018 at 7:00pm in the Liberty Middle School Auditorium
- Thursday, March 8, 2018 at 7:00pm in the Roosevelt Middle School Auditorium

Students must have a “B” average across the first two marking periods to take the placement test for either English Language Arts, Mathematics, Science or Social Studies. A letter from the principal will be sent home prior to the testing dates indicating whether your child is eligible to take the placement test. Again, he/she must have a “B” average across the first two marking periods.

Parents or Guardians must:

- Complete the form on the last page of this letter
- Place a checkmark on the line(s) indicating the honors test your child will take
- Print and sign your name on the bottom of the form
- Have your child return the form to his/her homeroom teacher by Monday, March 12, 2018

If the form is not returned by Monday, March 12, 2018, your child will not be able to take the placement test(s).

Parent Letter

Testing Dates

Testing dates are for students currently in 5th, 6th and 7th grade.

1. **Monday, March 19, 2018 – English Language Arts**
 - 45 minutes for placement test; 60 minutes for writing sample (The writing sample for English Language Arts will also be used for the Social Studies writing sample. Those students who are not taking the English Language Arts test but are taking the Social Studies test will join the students who are completing the English Language Arts writing sample after the Language Arts placement test is completed.)
2. **Tuesday, March 20, 2018 – Social Studies**
 - 45 minutes for placement test; writing sample is completed with English Language Arts
3. **Wednesday, March 21, 2018 – Mathematics**
 - 45 minutes for placement test; 45 minutes for open ended response
4. **Friday, March 23, 2018 – Science**
 - 45 minutes for placement test; 45 minutes for constructive response

After your child takes the placement test and completes the writing sample, two honors subject area teachers from the next grade level will score the placement test and writing sample. For example, if your 5th grade child takes the English Language Arts placement test and writing sample, a current 6th grade English Language Arts and Social Studies honors teacher utilize a rubric to score the writing sample. The results are reviewed by the subject supervisor and principal to determine if your child met the required entrance criteria.

Parent or Guardian permission is required for your child to take the placement test and writing sample. **Please complete the form on the last page and return it to your child's homeroom teacher no later than Monday, March 12, 2018.**

Results

The results of the honors testing will be mailed on Monday, April 23, 2018 indicating whether your child was accepted or not accepted into the honors class. If your child did not earn the required 85 points, but did earn 80 points, you can appeal to the principal. The scoring rubric will be included in the mailing.

Sample Questions and Honors Prep Material

Sample questions and honors preparation materials are located on the website under Middle School Honors.

Testing Dates

Honors Placement Test
Permission Form

I hereby grant permission for my child, _____, to take the placement test and writing sample based on the checkmarks below.

Please place a check mark on the line for any placement test you want your child to take.

___ I grant permission for my child to take the placement test for English Language Arts.

___ I grant permission for my child to take the placement test for Mathematics.

___ I grant permission for my child to take the placement test for Science.

___ I grant permission for my child to take the placement test for Social Studies.

Students must have a “B” average across the first two marking periods to take the placement test for either English Language Arts, Mathematics, Science or Social Studies. A letter from the principal will be sent home prior to the testing dates indicating whether your child is eligible to take the placement test. Again, he/she must have a “B” average for the first two marking periods.

Parent/Guardian Name (Print First and Last)

Homeroom Teacher's Name

Parent/Guardian Signature

Date

Daytime Phone Number

This page must be returned to your child's homeroom teacher no later than Monday, March 12, 2018 or your child will not be permitted to take the honors test(s).

Permission Form

**West Orange School District
Teacher Rating Scale for Honors Mathematics**

Student's Name: _____ Date: _____

Current Grade: _____ Teacher's Name Completing TRS: _____

Instructions: In relation to the typical student in your classroom, please place an "X" in the column to the right to indicate that this student demonstrates this trait more than a typical student.

GENERAL	X
Demonstrates ability to concentrate and focus on a task to completion; submits work in a timely manner	
Accepts difficult challenges with a positive attitude	
Shows ease and maturity in verbal expression characterized by "richness" of expression, elaboration and fluency.	
Demonstrates quick and relevant mastery and retains content with ease; Can easily adapt to more rigorous pacing.	
Respects ideas and knowledge of peers	
Displays creativity	
Displays self-motivated and self-starter qualities; Works independently with minimal direction	
Synthesizes ideas and materials in order to create appropriate products.	
Demonstrates a keen and alert mentality by usually "seeing more" or "getting more" out of the content.	
Accepts constructive criticism, responds, and revises work.	

MATHEMATICS	X
Analyzes specific information critically to reach logical conclusions; word problems, mathematical models, data, patterns, tables, and graphs	
Recognizes problems and demonstrates ability to discover how and why things work	
Demonstrates quick and relevant mastery and recall of factual information	
Demonstrates creativity in planning and implementing effective problem solving strategies	
Communicates and justifies mathematical concepts in creative and intuitive ways, both verbally and in writing	
Makes sense of problems and perseveres when solving them	
Demonstrates ability to review work, identify errors, and modify solutions	
Demonstrates ability to model and explain mathematical ideas in different ways	
Identifies and utilizes proper tools and resources when modeling and solving problems	
Displays ability to link mathematical thinking to real life applications	
Total	

Anecdotal Remarks

Remarks are required and will be reviewed by the principal and supervisor to develop a clearer understanding of this student's academic abilities. This is an important aspect of the honors selection process.

Teacher Rating Scales

**West Orange School District
Teacher Rating Scale for Honors English Language Arts**

Student's Name: _____ Date: _____

Current Grade: _____ Teacher's Name Completing TRS: _____

Instructions: In relation to the typical student in your classroom, please place an "X" in the column to the right to indicate that this student demonstrates this trait more than a typical student.

GENERAL	X
Demonstrates ability to concentrate and focus on a task to completion, submits work in a timely manner.	
Accepts difficult challenges with a positive attitude.	
Shows ease and maturity in verbal expression characterized by "richness" of expression, elaboration and fluency.	
Demonstrates quick and relevant mastery and retains content with ease, can easily adapt to more rigorous pacing.	
Respects ideas and knowledge of peers.	
Displays creativity.	
Displays self-motivated and self-starter qualities, works independently with minimal direction.	
Synthesizes ideas and materials in order to create appropriate products.	
Demonstrates a keen and alert mentality by usually "seeing more" or "getting more" out of the content.	
Accepts constructive criticism, responds, and revises work.	

ENGLISH LANGUAGE ARTS	X
Reads at or above grade level.	
Uses text evidence to support analysis of what text says explicitly; makes inferences grounded in the text and can explain them.	
Can identify and thoroughly explain themes of literature; main idea of a text.	
Can summarize text; both fiction and nonfiction.	
Can analyze text; makes claim, provides support and explanation.	
Can write a cohesive essay that follows standard essay format.	
Can write a story with a clear beginning, middle and end that includes literary elements and elaboration.	
Writes with sophisticated style/voice, maintains a formal style.	
Uses at or above grade level grammatical conventions.	
Maintains original and thought-provoking conversations with a variety of texts.	
Total	

Anecdotal Remarks

Remarks are required and will be reviewed by the principal and supervisor to develop a clearer understanding of this student through his/her in school and extracurricular accomplishments. This is an important aspect of the honors selection process.

**West Orange School District
Teacher Rating Scale for Honors Social Studies**

Student's Name: _____ Date: _____

Current Grade: _____ Teacher's Name Completing TRS: _____

Instructions: In relation to the typical student in your classroom, please place an "X" in the column to the right to indicate that this student demonstrates this trait more than a typical student.

GENERAL	X
Demonstrates ability to concentrate and focus on a task to completion; submits work in a timely manner.	
Accepts difficult challenges with a positive attitude	
Shows ease and maturity in verbal expression characterized by "richness" of expression, elaboration and fluency.	
Demonstrates quick and relevant mastery and retains content with ease; Can easily adapt to more rigorous pacing.	
Respects ideas and knowledge of peers	
Displays creativity	
Displays self-motivated and self-starter qualities; Works independently with minimal direction	
Synthesizes ideas and materials in order to create appropriate products.	
Demonstrates a keen and alert mentality by usually "seeing more" or "getting more" out of the content.	
Accepts constructive criticism, responds, and revises work.	

SOCIAL STUDIES	X
Understands and applies complex historical or civic concepts.	
Analyzes specific information critically to reach logical conclusions.	
Identifies main idea, detail, sequence of events, and cause and effect in a social studies context.	
Constructs explanations or arguments that logically support a social studies concept.	
Can write a cohesive essay that follows standard essay format citing evidence from multiple sources.	
Demonstrates ability to interpret, draw conclusions, and make inferences based on maps, graphs, tables, etc.	
Demonstrates insightfulness about a broad range of world issues.	
Asks analytical questions as distinct from informational or factual questions.	
Possesses a foundation or interest in a variety of topics beyond the usual interests of youngsters this age.	
Determines what information or resources are necessary for accomplishing a task.	
Total	

Anecdotal Remarks

Remarks are required and will be reviewed by the principal and supervisor to develop a clearer understanding of this student's academic abilities. This is an important aspect of the honors selection process.

**West Orange School District
Teacher Rating Scale for Honors Science**

Student's Name: _____ Date: _____

Current Grade: _____ Teacher's Name Completing TRS: _____

Instructions: In relation to the typical student in your classroom, please place an "X" in the column to the right to indicate that the student demonstrates this trait consistently regardless of science content.

GENERAL	X
Demonstrates ability to concentrate and focus on a task to completion; submits work in a timely manner	
Accepts difficult challenges with a positive attitude	
Shows ease and maturity in verbal expression characterized by "richness" of expression, elaboration and fluency.	
Demonstrates quick and relevant mastery and retains content with ease; Can easily adapt to more rigorous pacing.	
Respects ideas and knowledge of peers	
Displays creativity	
Displays self-motivated and self-starter qualities; Works independently with minimal direction	
Synthesizes ideas and materials in order to create appropriate products.	
Demonstrates a keen and alert mentality by usually "seeing more" or "getting more" out of the content.	
Accepts constructive criticism, responds, and revises work.	

SCIENCE	X
Recognizes problems and is curious about discovering how and why things work	
Asks analytical questions as distinct from informational or factual questions	
Displays flexible, supportive and helpful attitude when working with other students	
Generates unusually clever or unique ideas or solutions to problems or questions	
Determines what information or resources are necessary for accomplishing a task	
Makes predictions based on data, diagrams, or models	
Writes explanations or arguments that logically support a scientific concept	
Makes real world connections and inferences from theoretical information	
Displays a genuine curiosity and will extend his/her understanding of the topic beyond what is required	
Identifies cause and effect relationships in complex systems	
Total	

Anecdotal Remarks

Remarks are required and will be reviewed by the principal and supervisor to develop a clearer understanding of this student's academic abilities. This is an important aspect of the honors selection process.

Sample Questions

Sample Honors ELA 8 Question

Read the following short story and answer the corresponding questions.

Seraphic Melody

It was in the spring of my 64th year that I first heard of the seraphic melody. A generous grant from the Yale Institute of Sacred Music allowed me to spend two years in Vienna, Austria, in the dust of the basement libraries that riddle the old city.

I had an apartment in the Margareten district. Though the subway provided convenient transport, I often found myself wandering. I've always had a strange feeling that the forgotten makers of history watch us, hidden in some crinkle of time—never was this feeling as strong as in Vienna. Munching on *käsekrainer*, or sausage, that I bought from street vendors, I wandered the stone and glass, alone with my thoughts. I even dreamed about aimless wanderings.

But that was my free time. In truth, I spent most of my waking hours seated, bent over a book, or else with my nose to library stacks. I frequented the major institutions, of course. But my research at that time—the rather scholarly branch of pre-Baroque *zanharmolics* (alternate music tuning systems)—led me further and further off the beaten path, to museums and specialized libraries on the city's suburbs, and from there to the personal libraries and collections of Vienna's elusive musical devotees...

1. At the end of the story, the narrator goes to an address given to him by Herr Wolf. What motivates the narrator's actions?

- A. He wants to learn more about the seraphic melody.
- B. He does not believe in the myth of the seraphic melody.
- C. He wants an excuse not to visit Herr Wolf ever again.
- D. He wants to show Herr Wolf that he is not gullible.

2. The narrator is a successful, recognized music scholar. What evidence from the passage best supports this conclusion?

- A. The narrator researches pre-Baroque alternate music tuning systems.
- B. The narrator receives a grant from the Yale Institute of Sacred Music.
- C. The narrator spends most of his time in libraries and academic institutions.
- D. The narrator becomes interested in a book in the library of Herr Wolf.

3. When the narrator mentions the seraphic melody to Herr Wolf, his face clouds over and he warns the narrator to forget the story. Based on this information, what can you conclude about Herr Wolf?

- A. Herr Wolf has no interest in the seraphic melody.
- B. Herr Wolf thinks the seraphic melody is a myth.
- C. Herr Wolf has never heard of the seraphic melody.
- D. Herr Wolf has experience with the seraphic melody.

Sample English Language Arts and Social Studies Constructed Response

Today you will read two texts presenting information on European Exploration of the Americas during the 15th and 16th centuries. When you have evaluated each source, write an essay that analyzes how each source presents a different perspective on European Exploration. Be sure to use evidence from both sources in your essay.

ELA

Social Studies

Social Studies Sample Questions

All honors placement assessments in social studies include 20 skill-based selected response questions. Students are assessed on their ability to interpret graphs, maps, charts and images. Students will also utilize historical thinking skills to analyze and interpret primary sources. Five of the selected response questions will be based on a non-fiction reading passage.

Questions are derived from the following strands under the New Jersey Learning Standards for Social Studies:

- Civics, Government, and Human Rights
- Geography, People, and the Environment
- Economics, Innovation, and Technology
- History, Culture, and Perspectives

Sample Honors Social Studies 6 questions

Base your answers to questions 1 and 2 on the image below.

Artifacts of Early People

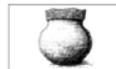
Archaeologists study artifacts to learn more about people who lived long ago. The four examples below are artifacts used by early people in New York.



Spearhead
Made by chipping flint, or stone, until it had a sharp edge. The sharpened flint was then attached to a wooden handle. Used for hunting.



Birchbark Basket
Made of birchbark that was folded into a basket shape and held together either with thread or with a handle. Used for storing and cooking food.



Pottery
Made from clay mixed with plant fibers, sand, and crushed shells, and then rolled into thin rolls on top of one another. Used for storing and cooking food.



Atlatl
A short staff made of wood or bone used as a lever to throw a spear. Also called a spear-thrower when hunting.

Source: *Albion*. New York, Harcourt, 2004 (adapted)

1. Flint that was sharpened and used to hunt was made into
 - A. a spearhead
 - B. a pot
 - C. an atlatl
 - D. a basket
2. Birchbark baskets and pottery artifacts tell us that early people
 - A. sewed animal skins
 - B. used metal
 - C. stored food
 - D. hunted buffalo

Grade 6 Going into 7 Algebra I Sample questions

1. Amy claims that $\frac{1}{2} \div \frac{1}{4} = 2$. Which of the following is true about Amy's claim?
- It is correct, because $\frac{1}{2}$ of $\frac{1}{4}$ is 2.
 - It is correct, because $\frac{1}{4}$ of 2 is $\frac{1}{2}$.
 - It is not correct, because $\frac{1}{4}$ does not divide 2 evenly.
 - It is not correct, because $\frac{1}{4}$ of $\frac{1}{2}$ is $\frac{1}{8}$.
2. What is the value of the expression $5ab - 2c$, where $a = 2$, $b = 3$, and $c = 0$?
- 8
 - 28
 - 30
 - 503

MS. WU'S BOOKS

Genre	Number of Books
Adventure	12
Fantasy	15
Mystery	14
Romance	9
Science Fiction	10

3. Ms. Wu counted the number of books she has in her classroom library by genre. The results are shown in the table above.

Part A: Complete the blanks below to describe a relationship between two types of books in Ms. Wu's library.

The ratio of _____ books to _____ books is 3:4.

Part B: Explain the answer given in Part A.

Math

Science

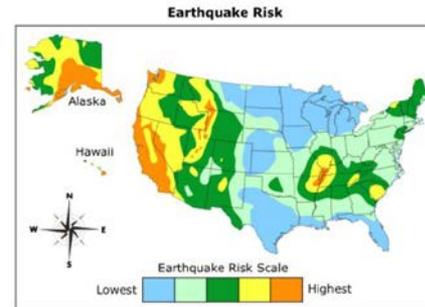
Science Sample Questions

The Science placement exam consists of 20 selected response and one constructed response in the disciplines of Life Science, Physical Science, and Earth and Space Science. For the selected response questions, students will be presented with a graph, table, infographic, or passage and respond to analytical, interpretive, or inferential questions. For the constructed response, students make a claim, predict, or explain scientific phenomena. Questions are standards based and focus on the Science and Engineering Practices of the Next Generation Science Standards.

Sample Honors Science 6 questions:

Earthquakes can strike anywhere on Earth, but they occur more frequently in certain areas.

The map highlights areas in the United States from lowest to highest risk of experiencing an earthquake.



1. Which is a valid statement? The highest risk of an earthquake happening is
- On the West Coast
 - On the East Coast
 - In the Northeast
 - In the South

**Thank
You**

Supervisors



Elizabeth Veneziano

Supervisor of Language Arts

Grades 6 - 12



Stephanie Suriano

Supervisor of Science

Grades K - 12



Stephen Olshalsky

Supervisor of Social Studies

Grades K - 12



Emad AbuHakmeh

Supervisor of Mathematics

Grades 6 - 12