Pan American School of Bahia

# MATHEMATICS DEPARTMENT

## Policies & Procedures Handbook

### FAMILIES & STUDENTS

**2026–2027**

Excellence | Collaboration | Integrity | Growth

Pan American School of Bahia
Mathematics Department
Salvador, Bahia, Brazil

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## Mission & Expectations

Our Mission: To inspire and support students as they strive to excel in mathematics, equipping them with the knowledge, confidence, and creativity to apply math in meaningful ways throughout their lives.



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## PASB Mathematicians strive to:

1. Think Critically and Solve Problems: They approach challenges with curiosity, persistence, and logical reasoning.

2. Work Accurately and Effectively with Numbers: They show precision and efficiency,

3. Build Confidence for Current and Future Challenges: They develop the skills and resilience needed to tackle both today's problems and those of the future.

4. Communicate Appropriately: They demonstrate their knowledge using adequate mathematical language and notation



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## Faculty



Chad Williams

**Middle School Mathematics**

## Course Information

- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

## High Level Mathematics

### High Level 9

To ensure that students are well-prepared for the academic rigor of Grade 9 HL Mathematics, the following admission requirements and considerations have been established.

Admission decisions are based on a combination of academic performance, demonstrated mathematical growth, work habits, and readiness for the pace and expectations of the HL curriculum.

**1. Strong Academic Performance in Grade 8 Mathematics**



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Students must demonstrate consistent achievement and strong work habits in Grade 8 Mathematics.

- A minimum final grade of **80%** is required at the completion of the 2025/26 Grade 8 Mathematics course. This overall grade is revisited every school year and the percentage may shift higher based on student performance and class size limitations.

**2. Demonstration of Foundational Mathematical Knowledge**

Students must demonstrate mastery of the foundational mathematical concepts and skills required for success in Grade 9 HL Mathematics.

- A score of **245 or higher** on the Grade 8 MAP Mathematics assessment.
- A minimum growth of **8 RIT points** between the two Grade 8 MAP Mathematics assessments administered during the school year.

**3. Mathematics Teacher Recommendation**

A recommendation from the student's most recent mathematics teacher is required.

The teacher will indicate whether they support the student's enrollment in Grade 9 HL Mathematics based on the student's:

- mathematical aptitude,
- work habits,
- academic responsibility,
- and problem-solving skills.

**4. Demonstrated Mathematical Readiness via Placement Assessment (if applicable)**

Students who do not meet one or more of the academic admission requirements may request consideration through a placement assessment.

- The placement test will assess key topics aligned with the Grade 9 HL Mathematics course requirements.
- A minimum score of **80%** on the placement assessment is required for consideration.

**5. Student Motivation and Interest**

Students who do not meet one or more of the academic admission requirements may also be required to submit a short written reflection (approximately **150–200 words**) outlining their motivation for enrolling in Grade 9 HL Mathematics.



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The reflection should address:

- the student's academic goals,
- their interest in mathematics,
- and how the course supports their future educational or career aspirations.

The reflection will be considered alongside:

- placement assessment results,
- teacher recommendations,
- and overall mathematical readiness.

**Student Reflection Prompt – Application for Grade 9 HL Mathematics**

*Instructions*

To help us better understand your interest and readiness for Grade 9 HL Mathematics, please write a short reflection (150–200 words) responding to the questions below.

Your reflection should be thoughtful, detailed, and written in your own words.

*Guiding Questions*

- Why do you want to take Grade 9 HL Mathematics?
- What do you enjoy most about learning mathematics?
- What challenges do you expect in this course, and how do you plan to overcome them?
- How does taking this course connect to your academic, university, or career goals?

## Supply list

These materials are important to have when you walk into your representative math class at the beginning of the school year.

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 & 12 |
|---|---|---|---|---|---|
| Calculator | Scientific Calculator | Scientific Calculator | Scientific Calculator | Graphing Calculator | Graphing Calculator |



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## Absences/Missed Assessments /Missed Instruction

Summative Assessment Make-Up Policy

These policies are designed to keep expectations clear, fair, and consistent across Mathematics courses.

An absence is considered excused when it is recorded and verified through PASB attendance procedures. Families should follow school attendance procedures and communicate with the relevant office when documentation is required.

Students who miss a graded assessment, including a quiz, unit exam, project presentation, or other required assessment, are expected to complete the assessment promptly after returning to school. Students should arrange make-up assessments within two school days of returning to school, unless an alternative timeline is approved because of an extended or exceptional excused absence.

Unless an alternative arrangement is approved because of an extended or exceptional excused absence, missed quizzes and other required assessments must be completed before the unit exam for that unit. If the missed assessment is the unit exam, it must be completed before the semester exam date.

Students and families should communicate with the teacher as soon as possible following an absence to arrange the make-up assessment. Students who do not complete a missed assessment by the stated deadline may receive a grade of zero.

For unexcused absences, make-up work and assessments may receive a maximum grade of 80%, in accordance with PASB procedures. An unexcused absence from a unit exam may also affect eligibility for retake opportunities, in accordance with Mathematics Department guidelines.

Teachers will communicate major assessment deadlines through the school's approved learning platform. Students are responsible for monitoring posted deadlines and communicating promptly after an absence.



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Students with approved learning-support plans, accommodations, or documented exceptional circumstances will receive support and adjustments in accordance with their individual plans and PASB procedures.

**Late Graded Work**

Students are expected to submit graded assignments and projects by the stated deadline. Unless prior approval has been granted by the instructor or excused absence documentation has been provided, late graded assignments and projects will receive a deduction of 10% of the available marks for each school day late.

Late deductions may accumulate to a maximum of 50% of the available marks. Work not submitted by the end of the unit or by a teacher-communicated final deadline may receive a zero unless an alternative arrangement has been approved.

Students should communicate with the teacher before the deadline whenever possible if they anticipate difficulty submitting work on time. Teachers may establish reasonable alternative deadlines when supported by PASB procedures or documented circumstances.

**Academic Integrity and Assessment Conduct**

Mathematics assessments are intended to show each student's own understanding, reasoning, and problem-solving. Students must complete assessments using their own work and may use calculators, notes, technology, websites, AI tools, translation tools, or other digital resources only in ways explicitly permitted by the teacher.

During quizzes and exams, students must work independently and follow all assessment instructions. Unless explicitly permitted, personal devices, including phones, smartwatches, earbuds, and other connected devices, must be stored away during assessments.



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Communicating with others, using unauthorized resources, sharing assessment materials, disrupting the assessment environment, or failing to submit an assessment when instructed may result in a zero, in accordance with PASB Handbook procedures and Mathematics Department guidelines. When there is a concern about academic integrity or assessment conduct, the teacher will review the available information and may consult administration before determining an academic consequence.

Students may quietly ask procedural questions, but may not ask for help solving an assessment question.

## Recuperation

During each semester, students participate in multiple assessments, feedback cycles, and opportunities for academic support, including Recuperação Paralela.

Students who are not meeting the minimum passing requirements at the end of a semester will be given the opportunity to participate in Recuperação Paralela. This process is designed to provide students with an additional opportunity to demonstrate their learning and proficiency in course standards and objectives.

Final Recuperação takes place once each academic year at the conclusion of Semester 2 and typically involves a comprehensive assessment or examination. This process occurs after semester grades have been finalized in the school system. Following Final Recuperação, the highest achieved grade will be considered in accordance with school policy.

The final yearly average is calculated by combining the Semester 1 and Semester 2 averages and dividing by two. Students must achieve the minimum passing average established by the school in order to successfully complete the course.

If a student does not meet the minimum passing requirements, the school will convene a Class Council composed of teachers, counselors, school administration, and the Brazilian Director. The council will review the student's overall academic progress and make a decision regarding promotion to the next grade level based on qualitative as well as quantitative considerations. Families will be informed of the final decision following the council meeting.

*In Mathematics, the department's Mark Recovery and Exam Retake procedures fulfill the requirements of Recuperação Paralela and are available in accordance with departmental guidelines and timelines.*



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## Summative Assessment Mark Recovery Policy (Grade 6 & 7 only)

- Any student who receives a grade less than 60% needs to complete the Self-Reflection and In-Depth Error Analysis.
- Once completed and is approved by the instructor, the student will receive a grade of 60% on the exam.

## Summative Assessment Retake Policy (by grade)

All retake opportunities require the completion and submission of a self-reflection document and in-depth revision of the original assessment.

Grade 6 and 7:

- An unexcused absence for unit exams forfeits your chance to take the Recuperacoa.
- Any student may choose to retake the exam if they wish for any given exam in each semester.
- The retake exams will occur in the week prior to the semester exam.
- Students must complete the exam retake procedure prior to specified date
- IMPORTANT: The grade you receive on the retake will replace the current grade for that exam (even if you score lower on the retake).

- Any student who scored under 60% (passing grade) on a summative assessment must complete the self-reflection document and in-depth revision of the original assessment (test or project) to get the grade back to 60%.
- If a student loses their test, he or she must correct a completely blank one.
- Students who complete the self-reflection and in-depth revision by the due date are eligible to retake the assessment at the end of the semester (not mandatory).
- The new grade achieved on the retake replaces the score originally achieved, higher or lower.



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Grade 8 and 9:

- An unexcused absence for unit exams forfeits your chance to take the Recuperacoa.
- Any student may choose to retake the exam if they wish for any given exam in each semester.
- The retake exams will occur in the week prior to the semester exam.
- Students must complete the exam retake procedure prior to specified date
- IMPORTANT: The grade you receive on the retake will replace the current grade for that exam (even if you score lower on the retake).

- All students may retake any summative assessment on the designated day for that assessment at the end of the semester.
- Any student interested in this opportunity MUST complete and submit the self-reflection and in-depth revision by the due date (a week before re-takes)
- The new grade achieved on the retake replaces the score originally achieved, higher or lower.
- A student who loses their test must correct a completely blank one

## Retake Procedure

Any student who wishes to retake an exam in the semester must adhere to the following:

- ☐ Complete the Self-Reflection sheet
- ☐ Complete the in-depth analysis of the errors
- ☐ Correct the errors
- ☐ Submit Original exam, Self-Reflection sheet, and In-Depth Error Analysis to your instructor prior to specified date
- ☐ Receive approval for the retake of the exam from your instructor



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## Support Systems

- Fact Fluency Workbook on Schoology
- Worked Examples
- Unit Exam Study Guides
- Support videos on Schoology
- Support Videos and explanations in Delta Math
- Supplemental assignments in Delta Math
- Extra Practice questions provided on Schoology/Notes Package
- Math Support after school on Tuesday and Thursday E005
- Daily Math Support at Lunch
- Peer Mentorship for Middle School
- Individual appointments

## Role of Homework

Homework in Mathematics is intended to support and extend student learning. Meaningful mathematical practice helps students reinforce concepts taught in class, build fluency with skills and procedures, develop problem-solving strategies, and strengthen independent learning habits.

Mathematics homework may include practice exercises, review assignments, preparation for upcoming lessons, independent problem-solving tasks, projects, or assessment preparation. Homework is intended to reinforce classroom learning and support students in developing the study habits and mathematical independence necessary for success in future courses.

The Mathematics Department values balance and recognizes the importance of students' extracurricular activities, family commitments, and personal well-being. Homework assignments are designed to be purposeful, manageable, and aligned with the school-wide homework expectations outlined in the PASB Family Handbook.

## Study Work Habits

Success in mathematics comes from consistent effort, active practice, and a willingness to learn from mistakes. Mathematics is a skill that improves over time through regular practice and reflection.



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The following study habits can help students build confidence and achieve success in mathematics at PASB.

**1. Practice Regularly**

Mathematics requires regular practice. Studying for short periods several times a week is more effective than trying to study everything the night before an assessment.

Students should:

- Review notes daily or weekly
- Complete practice questions carefully
- Revisit difficult concepts regularly
- Ask questions when they are unsure

**2. Show All Work**

Writing out each step helps students:

- organize their thinking
- identify mistakes
- communicate mathematical reasoning clearly

**3. Learn From Mistakes**

Mistakes are an important part of the learning process.

Students are encouraged to:

- correct errors carefully
- review teacher feedback
- identify patterns in mistakes
- ask for clarification when needed

Understanding *why* an error occurred is often more valuable than simply finding the correct answer.

**4. Use Available Supports**

PASB offers many resources to support mathematics learning.

Students should make use of:



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- worked examples
- study guides
- support videos
- extra practice assignments
- peer mentorship opportunities
- lunch or after-school support sessions
- teacher office hours or appointments

Seeking help early is an important habit of successful learners.

**5. Organize Notes and Materials**

Keeping notes, assignments, and assessments organized makes studying more effective.

Students should:

- maintain an organized notebook or folder
- label and date notes clearly
- keep returned assessments for review
- record important formulas, vocabulary, and strategies

**6. Prepare for Assessments Early**

Effective preparation should begin several days before an assessment.

Helpful strategies include:

- reviewing class examples
- completing practice problems independently
- redoing previous assignments
- studying vocabulary and formulas
- explaining solutions aloud
- practicing without notes

Cramming the night before is rarely effective in mathematics.

**7. Participate Actively in Class**

Students learn best when they actively engage during lessons.

Successful mathematics students:

- ask questions



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- contribute ideas
- participate in discussions
- attempt challenging problems
- explain their reasoning
- collaborate respectfully with others

**8. Limit Distractions While Studying**

Focused study time is more effective than multitasking.

Students should try to:

- study in a quiet environment
- silence notifications when possible
- avoid multitasking during practice
- take short breaks during longer study sessions

**9. Communicate With Teachers**

Students are encouraged to speak with their teacher whenever they need clarification or support.

Teachers can help students:

- identify areas for improvement
- recommend study strategies
- provide additional resources
- develop a plan for success

Early communication is one of the best ways to prevent small difficulties from becoming larger challenges.



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## MAP Growth Assessment

MAP Growth is an adaptive assessment used at PASB to help measure student progress and identify areas of strength and growth in mathematics.

The assessment:

- adjusts to each student's responses
- provides information about current skill development
- helps teachers plan instruction and support
- measures growth over time rather than mastery of a single unit

MAP assessments are one of many tools used to support student learning and are not intended to replace classroom assessments, participation, or daily learning experiences.



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