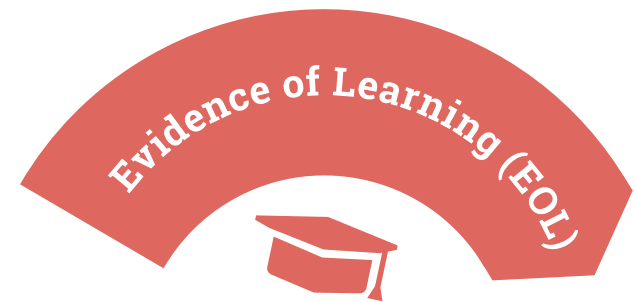


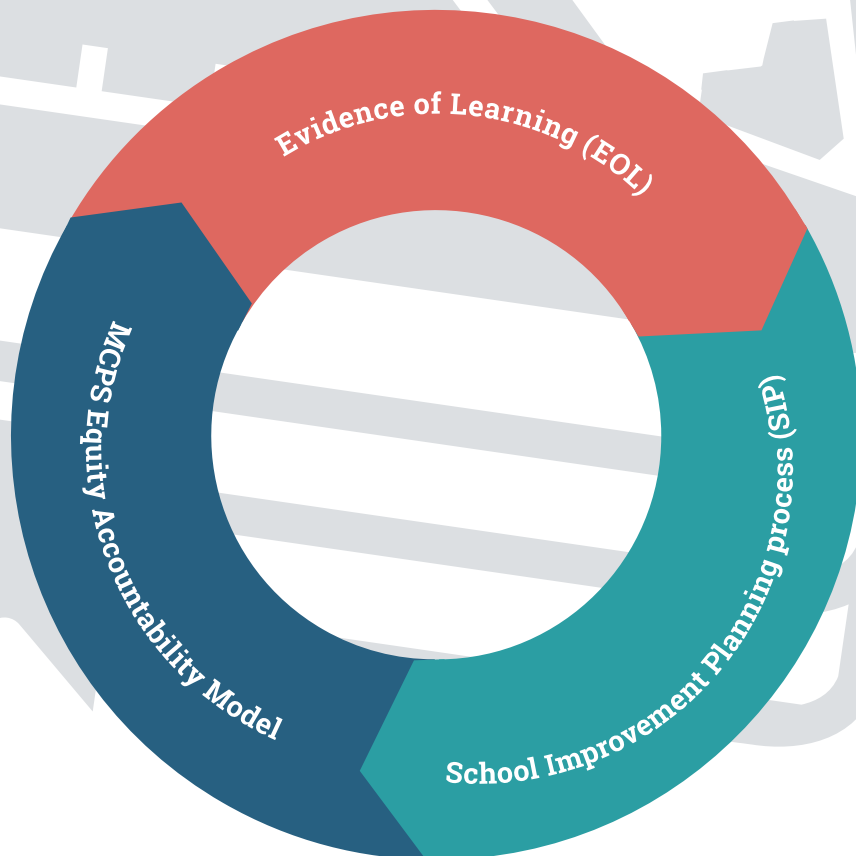
MONTGOMERY COUNTY PUBLIC SCHOOLS  
ROCKVILLE, MARYLAND



# Measuring Student Progress

**Guide of Measures Supporting  
the Evidence of Learning Framework**

**For Parents with  
Students in Middle School  
2018-2019**



# Middle School Mathematics

From Day of Week		4	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	4	11	18	25	4	11	18	1	8	15	22	29	6	13	20	27	3	10																									
To Day of Week		7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	1	8	15	22	1	8	15	22	5	12	19	26	3	10	17	24	31	7	13																									
Grade	Assessment	SEP					OCT					NOV					NOV					DEC					JAN					JAN					FEB					MAR					APR					APR					MAY					JUN				
		Marking Period 1 SEPTEMBER 4 – NOVEMBER 7										Marking Period 2 NOVEMBER 8 – JANUARY 25										Marking Period 3 JANUARY 29 – APRIL 3										Marking Period 4 APRIL 4 – JUNE 13																																		
6-8	PARCC																															PARCC 4/23/19-5/24/19 Paper 4/23/19-6/4/19 Online																																		
6-8	MAP-M	MAP-M 9/11/18 – 11/2/18										MAP-M 1/2/19 – 1/24/19										MAP-M 4/4/19 – 6/7/19																																												
6	Math 6						MCPS Progress Check 10/22- 10/31										MCPS Progress Check 1/9- 1/17										MCPS Progress Check 3/18 - 3/27										MCPS Progress Check 5/28 -6/7																													
6	AIM																																																																	
6-7	IM																																																																	
7	Math 7																																																																	
8	Math 8																																																																	
7-8	Algebra 1																																																																	
8	Geometry																																																																	

Measure	Time	Setting	Format	Purposes	Value of Feedback Instructional Decision Framework for Quality Assurance	How Results Are Reported to Parents
PARCC Math	Three 80 minute sessions = 240 minutes (Gr. 6 to 8) Three 90 minute sessions = 270 minutes (algebra and up)	Whole class	Online	Required state assessment of mastery of grade level mathematics content.	Informs teachers, schools, and parents whether a student has mastered grade-level content mathematics and how he or she is performing in comparison to peers in their grade level and school. Supports school- and district-wide planning efforts.	Individual student reports sent home to parents in early fall; also on <i>myMCPS</i> parent portal
MAP-M	Three 60 minute sessions = 180 minutes total/yr.	Whole class	Online	Grade level benchmark assessment used to measure growth in mathematics content standards; One of multiple data points for adjusting instruction to a child’s need.	Computer-adaptive assessment that informs the teacher’s instructional planning and professional development. Identifies a student’s strengths and areas for improvement in operations & algebraic thinking, real & complex number systems, geometry, and statistics & probability.	Via <i>myMCPS</i> parent portal and/or via paper copy from school
Progress Checks	Four 45 minute sessions = 180 minutes total/yr.	Whole class	Online or scan-in (paper/pencil)	District created assessments aligned to the curriculum.  Assesses critical areas of learning within current instruction, covering multiple standards.	Assessment for learning, intended to provide evidence of student progress toward mastering course standards.  Supports differentiated student instruction and teacher professional development.	Via <i>myMCPS</i> parent portal and/or via classroom teacher

- IM = Investigations into Mathematics
- AIM = Applied Investigations into Mathematics
- MAP-M = Measures of Progress - Math
- PARCC = Partnership for the Assessment of Readiness for College and Careers

## Measuring Student Progress

# Middle School Literacy

From Day of Week		4	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	4	11	18	25	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	13																							
To Day of Week		7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	13																												
Grade	Assessment	SEP					OCT					NOV					NOV					DEC					JAN					JAN					FEB					MAR					APR					APR					MAY					JUN				
		Marking Period 1 SEPTEMBER 4 – NOVEMBER 7										Marking Period 2 NOVEMBER 8 – JANUARY 25										Marking Period 3 JANUARY 28 – APRIL 3										Marking Period 4 APRIL 4 – JUNE 13																																		
6-8	PARCC																															PARCC 4/23/19 – 5/24/19 Paper 4/23/19 – 6/7/19 Online																																		
6-8	MAP-R	MAP-R 9/11/18 – 11/2/18					MAP-R 1/2/19 – 2/22/19					MAP-R 4/4/19 – 6/7/19																																																						
6-8	Non-ESOL English	Common Writing Task 10/1/18 – 11/2/18					MCPS Progress Check 12/10/18 – 1/18/19					MCPS Progress Check 3/4/19 – 3/22/19					Common Writing Task 5/6/19 – 6/7/19																																																	
6-8	ESOL English	MCPS ESOL Progress Check					MCPS ESOL Progress Check					MCPS ESOL Progress Check					MCPS ESOL Progress Check																																																	

Measure	Time	Setting	Format	Purposes	Value of Feedback Instructional Decision Framework for Quality Assurance	How Results Are Reported to Parents
PARCC ELA/Literacy	Three 90 minute sessions = 270 minutes total/yr.	Whole class	Online	Required state assessment of mastery of grade level literacy content.	Informs teachers, schools, and parents whether a student has mastered grade-level content in ELA and how he or she is performing in comparison to peers in their grade level and school. Supports school- and district-wide planning efforts.	Individual student reports sent home to parents in early fall; also on <i>myMCPS</i> parent portal
MAP-R	Three 60 minute sessions = 180 minutes total/yr.	Whole class	Online	Grade level benchmark assessment used to measure growth in reading content standards; One of multiple data points for adjusting instruction to a child’s need.	Informs grade- and school-level instructional planning and professional development. Identifies strengths and areas for improvement in reading literature, informational text, vocabulary acquisition and use.	Via <i>myMCPS</i> parent portal and/or via paper copy from school
Common Writing Tasks (Grades 6-8)	Embedded in curriculum	Whole class	Rubric score entered online	Literacy writing task as part of an instructional unit, typically as a multi-paragraph written composition. It involves feedback from the teacher and revision before final submission.	Informs daily instruction and provides feedback to students.  Districtwide rubric aligns scoring and feedback with the rigors of literacy and writing standards.	Via <i>myMCPS</i> parent portal and/or via paper copy from school
Progress Check	Two 90 minute sessions = 180 minutes total/yr.	Whole class	Online	Assessment of comprehension of the literacy curriculum, including skills in writing either an analysis or argument in response to one or more grade-level texts.	Informs a teacher’s instruction and provides feedback to students regarding their progress toward meeting grade-level standards.	Via <i>myMCPS</i> parent portal and/or via paper copy from school
ESOL Progress Check	Four 45 minute sessions = 180 minutes total/yr.	Whole class	Online	Assessment of comprehension of the literacy curriculum, including skills in writing either an analysis or argument in response to one or more grade-level texts (specifically for ESOL students).	Informs a teacher’s instruction and provides feedback to students regarding their progress toward meeting grade-level standards.	Via <i>myMCPS</i> parent portal and/or via paper copy from school

ELA = English/Language Arts

ESOL = English for Speakers of Other Languages

MAP-R = Measures of Progress - Reading

## Measuring Student Progress

**TEACHING AND LEARNING** are the core of our work and MCPS staff is focused on learning, accountability and results. Improving literacy and mathematics ensures that all students have a solid foundation across all content areas and possess the critical and creative thinking skills necessary to be college and career ready. We must monitor our students' progress at each grade level and respond to their needs as necessary.

**MONITORING ALL STUDENTS' PROGRESS** requires that we focus on critical questions:

- **Are they learning?**
- **Are they learning enough?**
- **How do we know?**
- **If not, why not?**
- **What are we going to do about it?**

MCPS employs multiple sources of evidence and examines them at multiple points in time to answer these questions as students move from primary to intermediate, intermediate to middle school, middle school to high school, and high school and beyond.

The use of multiple measures ensures to monitor students' achievement includes use of classroom-based and district-level multiple indicators and sources of evidence of student learning, as well as performance on external assessments like MAP, PARCC, ACT and SAT. **The goal is college and career readiness for our students.**

**CONTINUOUS MONITORING OF STUDENTS' PROGRESS** ensures that they are provided with—

- **timely support,**
- **focused interventions,**
- **acceleration, and**
- **enrichment.**

**WHAT ARE THE MCPS INSTRUCTIONAL GRADE LEVELS?**

- **PRIMARY: Kindergarten through Grade 2**
- **INTERMEDIATE: Grades 3 through 5**
- **MIDDLE SCHOOL: Grades 6 through 8**
- **HIGH SCHOOL: Grades 9 through 12**

MCPS uses the Evidence of Learning (EOL) Framework to define readiness and successful transition as indicators of a student's performance as each student advances through the instructional levels. Readiness demonstrates a student's success on multiple measures at the end of Grades 2, 5, 8, and 11. It indicates that each student is prepared to advance to the next level—for example, that a student finishing Grade 2 is ready to start Grade 3. Grade 11 readiness is used to determine readiness for college and career. Additional support and acceleration will be provided to students who do not demonstrate readiness as they transition to the next grade.

MCPS defines **successful transition** to the next instructional level as how well our students are performing at the next level of learning. Transition data (gathered at midyear) allows schools to answer questions like—if a student has started middle school, is that student making the expected progress? **Successful transition** to the next instructional level is determined by using multiple measures gathered the first half of the transition year in Grades 1, 3, 6, 9, and 12.

**DOES THE EVIDENCE OF LEARNING MEET THE REQUIREMENTS OF THE MORE LEARNING, LESS TESTING ACT OF 2017?**

The assessments listed in this guide are not new. Even prior to the adoption of the *More Learning, Less Testing Act* of 2017, MCPS made great strides to reduce the amount of time students spend in testing to maximize their time spent dedicated to learning. MCPS continues to make refinements to the EOL Framework. It is important to note that the EOL focuses on literacy and mathematics represents a subset of the total required assessments administered in MCPS. High School Assessments (HSA) and the Maryland Integrated Science Assessment (MISA) are two examples of such assessments. It is important to know that the EOL combined with these other assessments are within the assessment limits prescribed in the legislation.

The legislation also compels school districts to ensure that all locally mandated assessments are clear in their purpose, time limited, worth taking, high quality and tied to improved student learning. As required within the *More Learning, Less Testing Act*, a districtwide committee on assessments meets throughout the school year. On or before June 2019, the committee will submit recommendations regarding the assessment program to the Board of Education. Input and feedback about the current Evidence of Learning Framework, the emphasis on multiple measures, and quarterly measures vs. final examinations will be part of the committee's work. Meeting information about the District Committee on Assessments will continue to be updated.

