

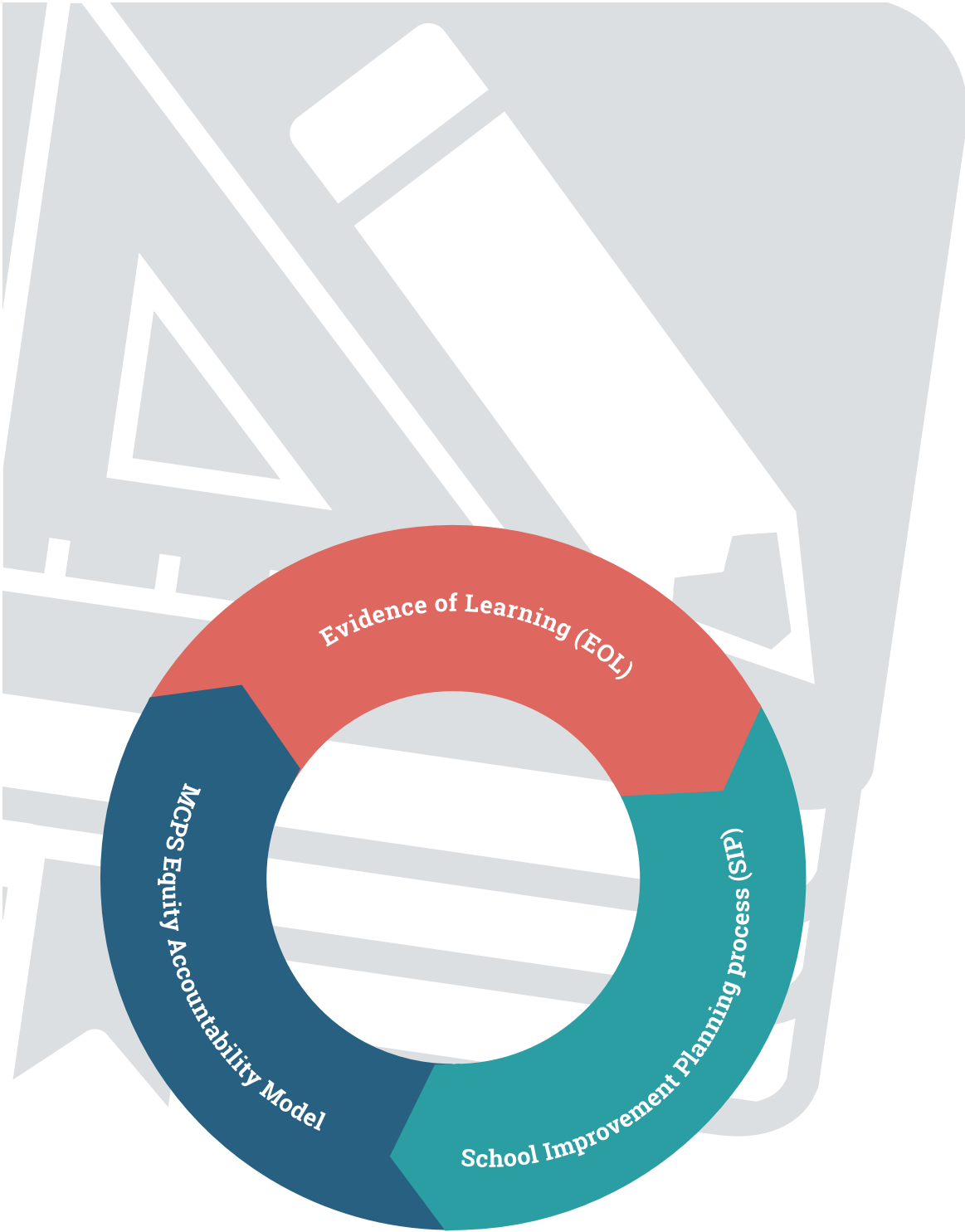
MONTGOMERY COUNTY PUBLIC SCHOOLS
ROCKVILLE, MARYLAND



Measuring Student Progress

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

**For Parents with
Students in Grades K-2
2018-2019**



Kindergarten 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	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												
K	MAP-P	MAP-P 9/11/2018 – 11/2/2018						MAP-P 1/2/2019 – 1/24/2019						MAP-P 4/4/2019 – 6/7/2019																											
K	Math	District Math Assessment 11/15/2018 – 2/1/2019						District Math Assessment 4/11/2019 – 6/13/2019																																	

Assessment	Time (Minutes)	Setting	Format	Purposes	Value of Feedback Instructional Decision Framework for Quality Assurance	How Results Are Reported to Parents
MAP-P Mathematics	Three 45 minute sessions = 135 minutes total/yr.	Whole class	Online	Grade level benchmark assessment used to measure growth in mathematics content standards.	Provides a measure of student growth and achievement from fall to winter and spring. Helps a parent know their child’s comprehension of operations & algebraic thinking, number & operations, measurement & data, and geometry.	Via <i>myMCPS</i> parent portal and/or via paper copy from school
District Assessment	Two 45 minute sessions = 90 minutes total/yr.	Small group or whole class	Online	Summative assessment of mathematics comprehension of the major content standards and the grade level content emphases for the assigned semester.	Evaluates learning at the end of instruction; informs planning for instruction that addresses the rigors of the PARCC assessment.	Student responses and teacher evaluation may be shared in conferences.

MAP-P = Measures of Academic Progress - Math
 PARCC = Partnership for the Assessment of Readiness for College and Careers

Kindergarten 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	1	8	15	22	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	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																				
K	mClass-APPR/DIBELS	mClass-APPR/DIBELS 9/11/2018 – 10/12/2018			mClass-APPR/DIBELS 1/2/2019 – 2/5/2019				mClass-APPR/DIBELS 5/1/2019 – 5/31/2019																																				
K	MIRL	MIRL 10/15/2018 – 12/14/2018				MIRL 2/19/2019 – 4/12/2019																																							
K	MAP-RF	MAP-Reading Fluency 1/2/2019 – 1/24/2019				MAP-Reading Fluency 4/4/2019 – 6/7/2019																																							

Assessment	Time (Minutes)	Setting	Format	Purposes	Value of Feedback Instructional Decision Framework for Quality Assurance	How Results Are Reported to Parents
mClass/ APPR DIBELS	Three 45 minute sessions = 135 minutes total/yr.	Classroom	Student is 1:1 with teacher as examiner	Grade level benchmark assessment used to monitor students’ independent reading progress (accuracy, fluency, foundational skills, and reading comprehension skills). One of multiple data points for adjusting instruction to a child’s need.	Provides a measure of student growth and achievement from fall to winter and spring. Helps a parent know if their child is reading at grade level.	Via <i>myMCPS</i> parent portal and/or via paper copy from school
Monitoring Instructional Reading Levels (MIRL)	Two 20 minute sessions = 40 minutes total/yr.	Classroom	Small group or 1:1 with teacher as examiner	A measure that assists with monitoring students’ instructional reading levels as determined by students’ accuracy, fluency, and comprehension of a text.	Informs a teacher’s planning and instruction including formation of guided reading groups and selection of instructional resources. Teachers review data, discuss patterns in performance, identify strengths, needs, and instructional strategies.	Reported as instructional reading level on student report card
MAP – Reading Fluency	Two 20 minute sessions = 40 minutes total/yr.	Whole class	Online	Grade-level benchmark assessment used to measure oral reading fluency, comprehension, and foundational skills; 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 early literacy skills.	Via <i>myMCPS</i> parent portal and/or via paper copy from school

mClass/APPR = Assessment Program in Primary Reading
 MAP-R = Measures of Progress - Reading

Measuring Student Progress

Grade 1 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	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	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																						
1	MAP-P	MAP-P 9/11/2018 – 11/2/2018						MAP-P 1/2/2019 – 2/22/2019						MAP-P 4/4/2019 – 6/7/2019																												
1	Math	District Math Assessment 9/7/2018 – 11/14/2018						District Math Assessment 11/15 2018 – 2/1/2019						District Math Assessment 2/4/2019 – 4/10/2019						District Math Assessment 4/11/2019 – 6/13/2019																						

Measure	Time	Setting	Format	Purposes	Value of Feedback Instructional Decision Framework for Quality Assurance*	How Results Are Reported to Parents
MAP-P	Three 45 minute sessions = 135 minutes total/yr.	Whole class	Online	Grade level benchmark assessment used to measure growth in mathematics content standards.	Provides a measure of student growth and achievement from fall to winter and spring. Helps a parent know their child’s comprehension of operations & algebraic thinking, number & operations, measurement & data, and geometry.	Via myMCPS parent portal and/or via paper copy from school
District Assessment	Four 45 minute sessions = 180 minutes total/yr.	Small group or whole class	Online	Summative assessment of mathematics comprehension of the major content standards and the grade level content emphases for the assigned marking period.	Evaluates learning at the end of instruction; informs planning for instruction that addresses the rigors of the PARCC assessment.	Student responses and teacher evaluation may be shared in conferences.

MAP-P = Measures of Academic Progress - Math
 PARCC = Partnership for the Assessment of Readiness for College and Careers

Measuring Student Progress

Grade 1 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	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																																		
1	APPR	mClass APPR/DIBELS 9/11/18 – 10/12/18															mClass APPR/DIBELS 1/2/19 – 2/5/18															mClass APPR/ 5/1/2019 – 5/31/2019																																		
1	MIRL						MIRL 10/15/18 – 12/14/18															MIRL 2/19/2019 – 4/12/2019																																												
1	MAP-RF																MAP-Reading Fluency 1/2/2019 – 2/22/2019										MAP-Reading Fluency 4/4/2019 – 6/7/2019																																							

Measure	Time	Setting	Format	Purposes	Value of Feedback Instructional Decision Framework for Quality Assurance	How Results Are Reported to Parents
mClass/ APPR DIBELS	Three 45 minute sessions = 135 minutes total/yr.	Classroom	One-on-one test with teacher as examiner	Grade level benchmark assessment used to monitor students’ independent reading progress (accuracy, fluency, foundational skills, and reading comprehension skills). One of multiple data points for adjusting instruction to a child’s need.	Measures grade level reading. Provides interim and summative measure of student growth and achievement over time from fall to winter and spring.	Via <i>myMCPS</i> parent portal and/or via paper copy from school
Monitoring Instructional Reading Level (MIRL)	Two 20 minute sessions = 40 minutes total/yr.	Small group or one-on-one	Student reads while teacher scores	Monitors students’ instructional reading levels as determined by students’ accuracy, fluency, and comprehension of a text.	Informs a teacher’s planning and instruction including organization of guided reading groups and selection of instructional resources. Teachers review data, discuss patterns in performance, identify strengths, needs, and instructional strategies.	Reported as instructional reading level on student report card
MAP – Reading Fluency	Two 20 minute sessions = 40 minutes total/yr.	Whole class	Online	Grade-level benchmark assessment used to measure oral reading fluency, comprehension, and foundational skills; 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 early literacy skills.	Via <i>myMCPS</i> parent portal and/or via paper copy from school

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Measuring Student Progress

Grade 2 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	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14
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	14		
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														
2	MAP-P	MAP-P 9/11/2018 – 11/2/2018						MAP-P 1/2/2019 – 2/22/2019						MAP-P 4/4/2019 – 6/7/2019																													
2	Math	District Math Assessment 9/7/2018 – 11/14/2018						District Math Assessment 11/15/2018 – 2/1/2019						District Math Assessment 2/4/2019 – 4/10/2019						District Math Assessment 4/11/2019 – 6/13/2019																							

Measure	Time	Setting	Format	Purposes	Value of Feedback Instructional Decision Framework for Quality Assurance	How Results Are Reported to Parents
MAP-P	Three 45 minute sessions = 135 minutes total/yr.	Whole class	Online	Grade level benchmark assessment used to measure growth in mathematics content standards.	Provides a measure of student growth and achievement from fall to winter and spring. Helps a parent know their child’s comprehension of operations & algebraic thinking, number & operations, measurement & data, and geometry.	Via <i>myMCPS</i> parent portal and/or via paper copy from school
District Assessment	Four 45 minute sessions = 180 minutes total/yr.	Small group or whole class	Online	Summative assessment of mathematics comprehension of the major content standards and the grade level content emphases for the assigned marking period.	Evaluates learning at the end of instruction; informs planning for instruction that addresses the rigors of the PARCC assessment.	Student responses and teacher evaluation may be shared in conferences.

MAP-P = Measures of Academic Progress - Math

PARCC = Partnership for the Assessment of Readiness for College and Careers

Measuring Student Progress

Grade 2 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	1	8	15	22	5	12	19	26	3	10	17	24	31	7	13		
Grade	Assessment	SEP Marking Period 1 SEPTEMBER 4 – NOVEMBER 7							OCT Marking Period 2 NOVEMBER 8 – JANUARY 25							NOV Marking Period 3 JANUARY 29 – APRIL 3							DEC Marking Period 4 APRIL 4 – JUNE 13							JAN Marking Period 5 JUNE 14 – AUGUST 13												
2	mClass-APPR/DIBELS	mClass-APPR/DIBELS 9/11/2018 – 10/12/2018														mClass-APPR/DIBELS 1/2/2019 – 2/5/2019														mClass-APPR/DIBELS 5/1/2019 – 5/31/2019												
2	MIRL								MIRL 10/15/2018 – 12/14/2018														MIRL 10/15/2018 – 12/14/2018																			
2	MAP-RF															MAP-Reading Fluency 1/2/2019 – 2/22/2019														MAP-Reading Fluency 4/4/2019 – 6/7/2019												
2	Reading																						District Literacy Assessment 2/25/2019 – 4/2/2019							District Literacy Assessment 5/6/2019 – 6/12/2019												

Measure	Time	Setting	Format	Purposes	Value of Feedback Instructional Decision Framework for Quality Assurance	How Results Are Reported to Parents
mClass/ APPR DIBELS	Three 45 minute sessions = 135 minutes total/yr.	Whole group	1:1 test with teacher as examiner	Grade level benchmark assessment used to monitor students' independent reading progress (accuracy, fluency, foundational skills, and reading comprehension skills). One of multiple data points for adjusting instruction to a child's need.	Measures grade level reading. Provides interim and summative measure of student growth and achievement over time from fall to winter and spring.	Via myMCPS parent portal and/or via paper copy from school
Monitoring Instructional Reading Levels (MIRL)	Two 20 minute sessions = 40 minutes total/yr	Small group or one-on-one	Student reads while teacher scores	Monitors students' instructional reading levels as determined by students' accuracy, fluency, and comprehension of a text.	Informs a teacher's planning and instruction including organization of guided reading groups and selection of instructional resources. Teachers review data, discuss patterns in performance, identify strengths, needs, and instructional strategies.	Reported as instructional reading level on student report card
MAP – Reading Fluency	Two 20 minute sessions = 40 minutes total/yr.	Whole class	Online	Grade-level benchmark assessment used to measure oral reading fluency, comprehension, and foundational skills; 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 early literacy skills.	Via myMCPS parent portal and/or via paper copy from school
District Literacy Assessment	Two 45-60 minute sessions (second semester) = 180-240 minutes total/yr.	Independent work time	Online	Assessment of reading comprehension through selected response and writing (reading comprehension, written expression, and English language conventions).	Informs instruction and provides feedback to students; aligns feedback with the rigors of the PARCC assessment.	Student responses and teacher evaluation may be shared in conference and sent home

mClass/APPR = Assessment Program in Primary Reading
 MAP-R = Measures of Progress - Reading
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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.

