

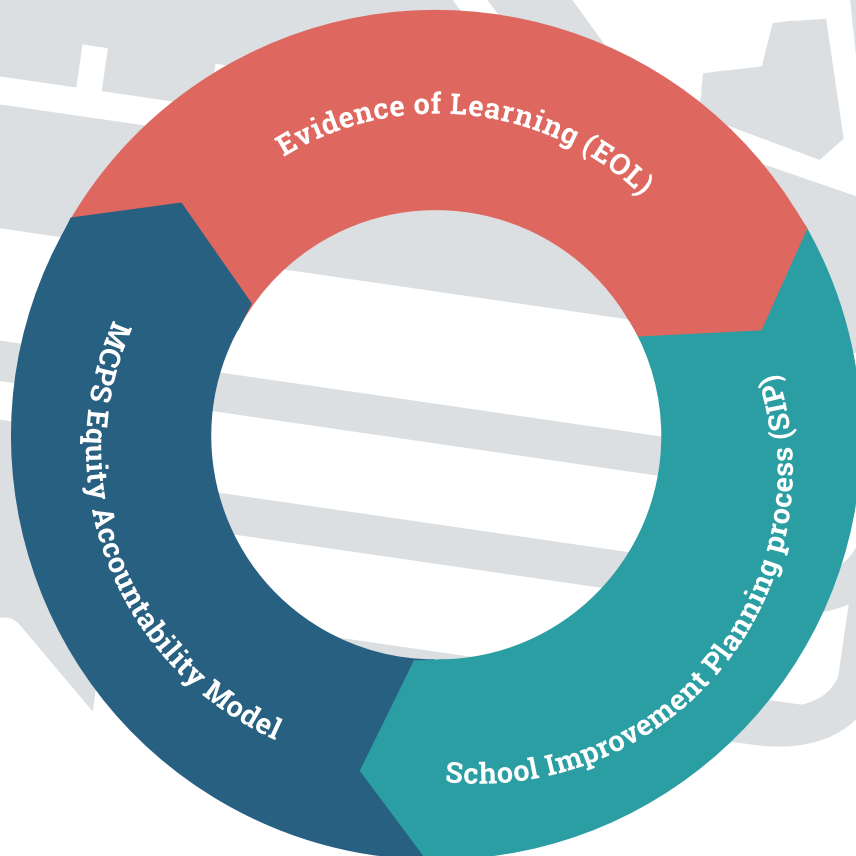
MONTGOMERY COUNTY PUBLIC SCHOOLS
ROCKVILLE, MARYLAND



Measuring Student Progress

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

**For Parents with
Students in Grades 3–5
2018-2019**



Grade 3 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	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																																		
3	PARCC																															PARCC Math 4/23/2019 – 5/24/2019 Paper 4/23/2019 – 6/7/2019 Online																																		
3	MAP-M	MAP-M 9/11/2018 – 11/2/2018										MAP-M 1/2/2019 – 1/24/2019										MAP-M 4/4/2019 – 6/7/2019																																												
3	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																																																						

Measure	Time	Setting	Format	Purposes	Value of Feedback Instructional Decision Framework for Quality Assurance	How Results Are Reported to Parents
PARCC Math	Four 60 minute sessions = 240 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 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 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	Three 45 minute sessions = 135 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-M = Measures of Academic Progress - Math
 PARCC = Partnership for the Assessment of Readiness for College and Careers

Measuring Student Progress

Grade 3 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	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																									
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		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																																		
3	PARCC																															PARCC ELA 4/23/2019 – 5/24/2019 Paper 4/23/2019 – 6/7/2019 Online																																		
3	MAP-R	MAP-R 9/11/2018 – 11/2/2018										MAP-R 1/2/2019 – 1/24/2019										MAP-R 4/4/2019 – 6/7/2019																																												
3	Reading	District Literacy Assessment 10/1/2018 – 11/5/2018										District Literacy Assessment 12/10/2018 – 1/24/2019										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
PARCC ELA/Literacy	Three 75 minute sessions = 225 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 45 minute sessions = 135 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
District Literacy Assessment	Four 45-60 minute sessions = 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

ELA = English/Language Arts

MAP-R = Measures of Progress - Reading

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

Measuring Student Progress

Grade 4 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 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 4 APRIL 4 – JUNE 13										
4	PARCC																						PARCC Math 4/23/2019 – 5/24/2019 Paper 4/23/2019 – 6/7/2019 Online																	
4	MAP-M	MAP-M 9/11/2018 – 11/2/2018														MAP-M 1/2/2019 – 2/22/2019							MAP-M 4/4/2019 – 6/7/2019																	
4	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																								

Measure	Time	Setting	Format	Purposes	Value of Feedback Instructional Decision Framework for Quality Assurance	How Results Are Reported to Parents
PARCC Math	Four 60 minute sessions = 240 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 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 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	Three 45 minute sessions = 135 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.

Note: For students in Math 4/5, standards reflect content from grade level of instruction.
 MAP-M = Measures of Academic Progress - Math
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Measuring Student Progress

Grade 4 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	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 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 13 – SEPTEMBER 3												
4	PARCC																						PARCC ELA 4/23/2019 – 5/24/2019 Paper 4/23/2019 – 6/7/2019 Online																			
4	MAP-R	MAP-R 9/11/2018 – 11/2/2018							MAP-R 1/2/2019 – 2/22/2019							MAP-R 4/4/2019 – 6/7/2019																										
4	Reading	District Literacy Assessment 10/1/2018 – 11/5/2018							District Literacy Assessment 12/10/2018 – 1/24/2019							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
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 45 minute sessions = 135 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
District Literacy Assessment	Four 45-60 minute sessions = 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

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Measuring Student Progress

Grade 5 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																																							
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5	PARCC																																																																												PARCC Math 4/23/2019 – 5/24/2019 Paper 4/23/2019 – 6/7/2019 Online																								
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Measure	Time	Setting	Format	Purposes	Value of Feedback	
					Instructional Decision Framework for Quality Assurance	How Results Are Reported to Parents
PARCC Math	Four 60 minute sessions = 240 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 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 45 minute session = 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
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Note: For students in Math 5/6, standards reflect content from grade level of instruction.
 MAP-M = Measures of Academic Progress - Math
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Measuring Student Progress

Grade 5 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	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																										
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		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																																		
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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 45 minute sessions = 135 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
District Literacy Assessment	Three 45-60 minute sessions = 135-180 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

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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.

