

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 D	ay 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 Da	y 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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3	PARCC																																		/23/20		/24/20	19 Pape 9 Onlin			
3	MAP-M				9/11		AP-M 11/2	/2018											1/2/		P-M 1/24/2	2019												4/4		P-M - 6/7/2	2019				
3	Math							h Asses - 11/14				·	·	·				h Asses 3 – 2/1,							·		t Math 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 myMCPS 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 myMCPS 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

Grade 3 Literacy

From Da	y 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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3	PARCC																																			19 – 5,		19 Pape 9 Onlin			
3	MAP-R				9/11		\P-R 11/2	/2018											1/2/		P-R 1/24/2	2019												4/4	MA - 201 9/		019				
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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 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 myMCPS 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 myMCPS 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

Grade 4 Mathematics

From I	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 Da	ay 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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Grade	Assessment			9			g Perio	d 1 /EMBEF	R 7					N			Period		5								Period 9 – AP									arking PRIL 4 –					
4	PARCC																																		/23/20		/24/20	ı 119 Papı 19 Onlin			
4	MAP-M				9/11,		P-M - 11/2,	/2018													1/2/	MAI 2019 –	P-M 2/22/2	2019										4/4	MA - 2019/	P-M - 6/7/2	2019				
4	Math							n Assess 11/14/2									ct Matl .5/2018										ict Mat /2019 -		ssmen /2019	t											

Measure	Time	Setting	Format	Purposes	Value of Feedback	How Results Are
					Instructional Decision Framework for Quality Assurance	Reported to Parents
PARCC	Four 60	Whole	Online	Required state assessment of mastery of	Informs teachers, schools, and parents whether a student	Individual student
Math	minute	class		grade level literacy content.	has mastered grade-level content in mathematics and how	reports sent home to
	sessions =				he or she is performing in comparison to peers in their	parents in early fall;
	240 minutes				grade level and school. Supports school- and district-wide	also on myMCPS
	total/yr.				planning efforts.	parent portal
MAP-M	Three 45	Whole	Online	Grade level benchmark assessment used	Provides a measure of student growth and achievement	Via <i>myMCPS</i> parent
	minute	class		to measure growth in mathematics content	from fall to winter and spring. Helps a parent know their	portal and/or via paper
	sessions =			standards.	child's comprehension of operations & algebraic thinking,	copy from school
	135 minutes				number & operations, measurement & data, and geometry.	
	total/yr.					
District	Three 45	Small	Online	Summative assessment of mathematics	Evaluates learning at the end of instruction; informs	Student responses and
Assessment	minute	group		comprehension of the major content	planning for instruction that addresses the rigors of the	teacher evaluation
	sessions =	or		standards and the grade level content	PARCC assessment.	may be shared in
	135 minutes	whole		emphases for the assigned marking		conferences.
	total/yr.	class		period.		
	-					

Note: For students in Math 4/5, standards reflect content from grade level of instruction.

MAP-M = Measures of Academic Progress - Math

Grade 4 Literacy

From Da	y 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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Grade	Assessment			S			g Perio – NOV	d 1 EMBER	R 7					N	Ma OVEMI		Period – JANU		!5								Period 9 – API									arking PRIL 4 -					
4	PARCC																																			19 – 5		19 Papo 9 Onlin			
4	MAP-R				9/11		AP-R 11/2	/2018													1/2/	MAI 2019 –	P-R 2/22/2	019										4/4/		NP-R - 6/7/2	2019				
4	Reading								cy Asse – 11/5		t	·							cy Asse – 1/24								2,	As	ict Lite sessme 119 – 4,	ent	9					-		: Literac /2019 –			t

Measure	Time	Setting	Format	Purposes	Value of Feedback Instructional Decision Framework for Quality Assurance	How Results Are Reported to Parents
PARCC	Three 90	Whole	Online	Required state assessment of mastery	Informs teachers, schools, and parents whether a	Individual student
ELA/Literacy	minute	class		of grade level literacy content.	student has mastered grade-level content in ELA and	reports sent home to
	sessions =				how he or she is performing in comparison to peers in	parents in early fall;
	270				their grade level and school. Supports school- and	also on myMCPS
	minutes				district-wide planning efforts.	parent portal
	total/yr.					
MAP-R	Three 45	Whole	Online	Grade level benchmark assessment	Informs grade- and school-level instructional planning	Via myMCPS parent
	minute	class		used to measure growth in reading	and professional development. Identifies strengths and	portal and/or via paper
	sessions =			content standards; One of multiple data	areas for improvement in reading literature,	copy from school
	135			points for adjusting instruction to a	informational text, vocabulary acquisition and use.	
	minutes			child's need.		
	total/yr.					
District	Four 45-60	Independe	Online	Assessment of reading comprehension	Informs instruction and provides feedback to students;	Student responses and
Literacy	minute	nt work		through selected response and writing	aligns feedback with the rigors of the PARCC	teacher evaluation
Assessment	sessions =	time		(reading comprehension, written	assessment.	may be shared in
	180-240			expression, and English language		conference and sent
	minutes			conventions).		home
	total/yr.					

ELA = English/Language Arts
MAP-R = Measures of Progress - Reading

Grade 5 Mathematics

From D	ay 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 Da	y 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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Grade	Assessment			s			g Perio	d 1 EMBER	R 7					N		1arking 1BER 8			5							arking JARY 2										1arking PRIL 4 -					
5	PARCC																																			019 – 5		19 Pap 19 Onlir			
5	MAP-M				9/11		NP-M 11/2,	/2018													1/2/	MAI 2019 –		2019										4/4		NP-M 6/7/2	2019				
5	Math							h Asses 11/14	ssment /2018								ct Math 5/2018		sment /2019							Distric 2/4/	t Math 2019 –			:											

Measure	Time	Setting	Format	Purposes	Value of Feedback	How Results Are
					Instructional Decision Framework for Quality Assurance	Reported to Parents
PARCC	Four 60	Whole	Online	Required state assessment of mastery of grade	Informs teachers, schools, and parents whether a	Individual student
Math	minute	class		level literacy content.	student has mastered grade-level content in	reports sent home
	sessions =				mathematics and how he or she is performing in	to parents in early
	240				comparison to peers in their grade level and school.	fall; also on
	minutes				Supports school- and district-wide planning efforts.	myMCPS parent
	total/yr.					portal
MAP-M	Three 45	Whole	Online	Grade level benchmark assessment used to	Provides a measure of student growth and achievement	Via myMCPS
	minute	class		measure growth in mathematics content	from fall to winter and spring. Helps a parent know	parent portal and/or
	session =			standards.	their child's comprehension of operations & algebraic	via paper copy
	135				thinking, number & operations, measurement & data,	from school
	minutes				and geometry.	
	total/yr.					
District	Three 45	Small	Online	Summative assessment of mathematics	Evaluates learning at the end of instruction; informs	Student responses
Assessment	minute	group or		comprehension of the major content standards	planning for instruction that addresses the rigors of the	and teacher
	sessions =	whole		and the grade level content emphases for the	PARCC assessment.	evaluation may be
	135	class		assigned marking period.		shared in
	minutes					conferences.
	total/yr.					

Note: For students in Math 5/6, standards reflect content from grade level of instruction.

MAP-M = Measures of Academic Progress - Math

Grade 5 Literacy

From D	ay 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 Da	y 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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Grade	Assessment			S			g Perio	d 1 EMBER	R 7					N			Period – JANU		5								Period 9 – API										Period				
5	PARCC																																			19 – 5		19 Pap 9 Onlin			
5	MAP-R				9/11		AP-R 11/2	/2018													1/2/	MA 2019 –	P-R 2/22/2	2019										4/4,		NP-R 6/7/2	2019				
5	Reading							t Litera L/2018			t				·	ı	District 12/10		cy Asse – 1/24		t						2,	As	rict Lite sessme 019 – 4		.9										

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 myMCPS 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 myMCPS parent portal and/or via paper copy from school
District Literacy Assessment	Three 45-60 minute sessions = 135-180 minutes total/yr.	Independen t 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

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.

