The Learning Journey
Ensuring Student Success

GUIDE OF MEASURES SUPPORTING THE EVIDENCE OF LEARNING FRAMEWORK

FOR PARENTS WITH STUDENTS IN GRADE 3 TO GRADE 5
2017–2018

K-12 Milestones

Readiness: grade 12
Readiness: grade 11

High (9-12) - Pulling it all together, expanding content study, application of knowledge and skills to problem solving, analysis, and synthesis in preparation for college and career learning.

Successful Transition: grade 9

Readiness: grade 8

Middle (6-8) - Applying breadth and depth in literacy and mathematics as well as extending these skills to other content areas.

Successful Transition: grade 6

Readiness: grade 5

Intermediate (3-5) - Using tools to learn comprehension, calculations, and communications.

Successful Transition: grade 3

Readiness: grade 2

Primary Foundation (K-2) - Learning the basic tools-reading, writing, and computing.

Successful Transition: grade K
# Grade 3 Mathematics

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<tr>
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<tbody>
<tr>
<td>PARCC Math</td>
<td>Four 60-minute sessions = 240 minutes total/yr.</td>
<td>Whole class</td>
<td>Online</td>
<td>Required state assessment of mastery of grade-level literacy content.</td>
<td>Informs teachers, schools, and parents whether a student has mastered grade-level content in mathematics and how he or she is performing compared to peers in their grade level and school. Supports school- and districtwide planning efforts.</td>
<td>Individual student reports sent home to parents in early fall; also on myMCPS parent portal</td>
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<td>MAP-M</td>
<td>Three 45-minute sessions = 135 minutes total/yr.</td>
<td>Whole class</td>
<td>Online</td>
<td>Grade-level benchmark assessment used to measure growth in mathematics content standards.</td>
<td>Provides a measure of student growth and achievement from fall to winter and spring. Helps parents know their child’s comprehension of operations &amp; algebraic thinking, number &amp; operations, measurement &amp; data, and geometry.</td>
<td>Via myMCPS parent portal and/or via paper copy from school</td>
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<td>EMAT</td>
<td>Four 20-minute sessions = 80 minutes total/yr.</td>
<td>Small group or whole class</td>
<td>Paper/pencil</td>
<td>Assists with monitoring students’ depth of understanding on major math standard(s) within a grade level and across grade levels.</td>
<td>Informs a teacher’s planning and instruction and selection of instructional resources. Teachers review data; discuss patterns in performance; identify strengths, needs, and instructional strategies.</td>
<td>Student responses and teacher evaluation may be shared in conference and sent home</td>
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<td>Progress Check</td>
<td>Two 20 minute sessions = 40 minutes total/yr.</td>
<td>Small group or whole class</td>
<td>Online</td>
<td>Assessment of mathematics comprehension as well as previously taught standards.</td>
<td>Informs daily instruction and provides feedback to students; aligns feedback with the rigors of the PARCC assessment.</td>
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EMAT = Elementary Mathematics Assessment Task  
MAP-M = Measures of Academic Progress - Math  
PARCC = Partnership for the Assessment of Readiness for College and Careers
# Grade 3 Literacy

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<td>PARCC ELA/Literacy</td>
<td>Three 90-minute sessions = 270 minutes total/yr.</td>
<td>Whole-class</td>
<td>Online</td>
<td>Required state assessment of mastery of grade-level literacy content.</td>
<td>Informs teachers, schools, and parents whether a student has mastered grade-level content in ELA and how he or she is performing compared with peers in their grade level and school. Supports school- and districtwide planning efforts.</td>
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<td>MAP-R</td>
<td>Three 45-minute sessions = 135 minutes total/yr.</td>
<td>Whole-class</td>
<td>Online</td>
<td>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.</td>
<td>Informs grade- and school-level instructional planning and professional development. Identifies strengths and areas for improvement in reading literature, informational text, and vocabulary acquisition and use.</td>
<td>Via myMCPS parent portal and/or via paper copy from school</td>
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<tr>
<td>Monitoring Instructional Reading Levels (MIRL)</td>
<td>Four 20-minute sessions = 80 minutes total/yr.</td>
<td>Small-group or one-on-one</td>
<td>Student reads while teacher scores</td>
<td>Monitors students’ instructional reading levels, as determined by students’ accuracy, fluency, and comprehension of a text.</td>
<td>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.</td>
<td>Reported as instructional reading level on student report card</td>
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<tr>
<td>Written Response</td>
<td>Four 20 minute sessions = 80 minutes total/yr.</td>
<td>Independent work time</td>
<td>Online</td>
<td>Assessment of reading comprehension through writing (reading comprehension, written expression, and English language conventions).</td>
<td>Informs daily instruction and provides feedback to students; aligns feedback with the rigors of the PARCC assessment.</td>
<td>Student responses and teacher evaluation may be shared in conference and sent home</td>
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**ELA = English/Language Arts**  
**MAP-R = Measures of Progress - Reading**  
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<td>Assists with monitoring students’ depth of understanding on major math standard(s) within a grade level and across grade levels.</td>
<td>Informs a teacher’s planning and instruction and selection of instructional resources. Teachers review data; discuss patterns in performance; identify strengths, needs, and instructional strategies.</td>
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<td>Progress Check</td>
<td>Two 20-minute sessions = 40 minutes total/yr.</td>
<td>Small-group or whole-class</td>
<td>Online</td>
<td>Assessment of mathematics comprehension as well as previously taught standards.</td>
<td>Informs daily instruction and provides feedback to students; aligns feedback with the rigors of the PARCC assessment.</td>
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Note: For students in 4/5 math, standards reflect content from grade level of instruction.

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### Grade 4 Literacy

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<td>Required state assessment of mastery of grade-level literacy content.</td>
<td>Informs teachers, schools, and parents whether a student has mastered grade-level content in ELA and how he or she is performing compared with peers in their grade level and school. Supports school- and districtwide planning efforts.</td>
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<td><strong>MAP-R</strong></td>
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<td>Whole-class Online</td>
<td>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.</td>
<td>Informs grade- and school-level instructional planning and professional development. Identifies strengths and areas for improvement in reading literature, informational text, and vocabulary acquisition and use.</td>
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<td>Student reads while teacher scores Monitors students’ instructional reading levels, as determined by students’ accuracy, fluency, and comprehension of a text.</td>
<td>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.</td>
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<td>Written Response</td>
<td>Four 20-minute sessions = 80 minutes total/yr.</td>
<td>Independent work time Online</td>
<td>Assessment of reading comprehension through writing (reading comprehension, written expression, and English language conventions).</td>
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### Grade 5 Mathematics

**Measure** | **Time** | **Setting** | **Format** | **Purposes** | **Value of Feedback** | **How Results Are Reported to Parents**
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**PARCC**<br>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 compared with peers in their grade level and school. Supports school- and districtwide 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 parents 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.

**EMAT** | Three 20-minute sessions = 60 minutes total/yr. | Small-group or whole-class | Paper/pencil | Assists with monitoring students’ depth of understanding on major math standard(s) within a grade level and across grade levels. | Informs a teacher’s planning and instruction and selection of instructional resources. Teachers review data; discuss patterns in performance; identify strengths, needs, and instructional strategies. | Student responses and teacher evaluation may be shared in conference and sent home.

**Progress Check**<br>Math | Two 20-minute sessions = 40 minutes total/yr. | Small-group or whole-class | Online | Assessment of mathematics comprehension as well as previously taught standards. | Informs daily instruction and provides feedback to students; aligns feedback with the rigor of the PARCC assessment. | Student responses and teacher evaluation may be shared in conference and sent home.

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

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**The Learning Journey Ensuring Student Success**
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TEACHING AND LEARNING is 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 during their Learning Journey 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 that monitoring students' achievement includes use of classroom-based and district-level multiple indicators and sources of evidence of student learning, as well as achievement on external assessments like MAP, PARCC, ACT, and SAT. The goal is college and career readiness for all our students.

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

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

WHAT ARE THE INSTRUCTIONAL GRADE LEVELS in MCPS’s Learning Journey?

- 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 Framework to define readiness and successful transition as indicators of each student’s performance as he or she advances through the instructional levels. Readiness demonstrates a student’s success on criteria at the end of Grades 2, 5, 8, and 11. It indicates that he or she 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. We will need to provide additional supports for 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 examined by student performance in Grades 1, 3, 6, 9, and 12.

The assessments listed in this guide are not new. MCPS has made great strides to reduce the amount of time students spend in testing to maximize their time spent in learning.