

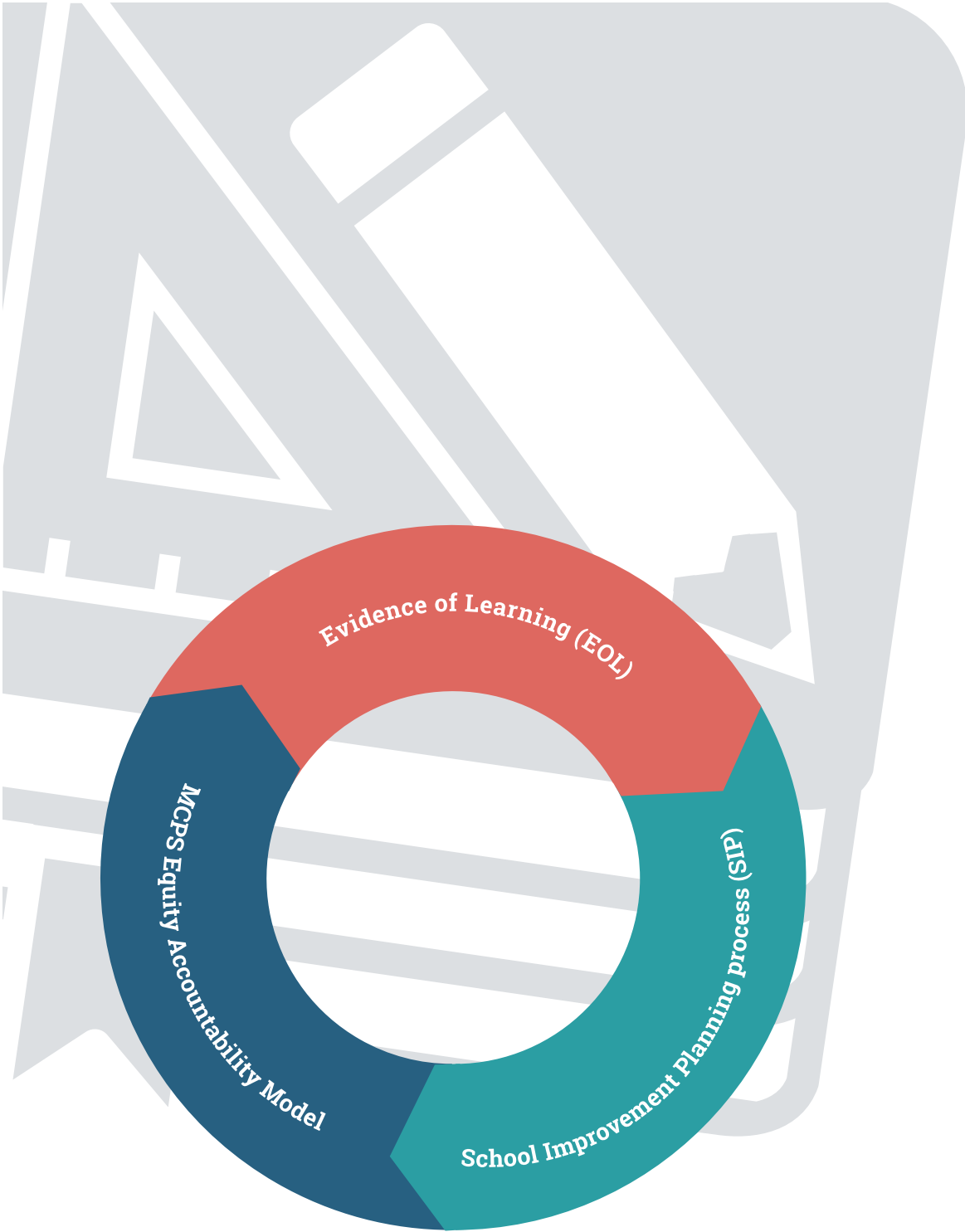
MONTGOMERY COUNTY PUBLIC SCHOOLS
ROCKVILLE, MARYLAND



Measuring Student Progress

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

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



High 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																										
9	PARCC													PARCC 4/23-5/24 Paper 4/23-6/7 Online																										
9	Algebra					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										
9	Geometry																																							
10	Algebra 2																																							
11	Pre-Calc.																																							

Measure	Time	Setting	Format	Purposes	Value of Feedback Instructional Decision Framework for Quality Assurance	How Results Are Reported to Parents
PARCC Algebra	Three 90- minute sessions = 270 minutes total/yr.	Whole class	Online	State external assessment of mastery of Algebra I content. Communicate to parents and students regarding mastery of Algebra I content. Gathers evidence of learning toward obtainment of Algebra I standards.	Assessment of learning; informs teachers, schools, and parents whether a student has mastered Algebra I content in mathematics and how he or she is performing in comparison to peers in their grade level and school. Supports school- and districtwide planning efforts. Content: Algebra I standards	MSDE Release Schedule Late August- September
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

MSDE = Maryland State Department of Education
 PARCC = Partnership for the Assessment of Readiness for College and Careers

Measuring Student Progress

High 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	14																							
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		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																																		
10	PARCC																															PARCC 4/23/19– 5/24/19 Paper 4/23/19 – 6/7/2019 Online																																		
9-12	English						Common Writing Task 10/1/18–11/2/18										MCPS Progress Check 12/10/18– 1/18/19										MCPS Progress Check 3/4–3/22										Common Writing Task 5/6/19–6/7/19																													

Measure	Time	Setting	Format	Purposes	Value of Feedback Instructional Decision Framework for Quality Assurance*	Availability of Results
PARCC English 10	Three 90-minute sessions = 270 minutes total/yr.	Whole class	Online	State external assessment of mastery of grade-level content. Communicate to parents and students regarding mastery of grade-level content. Gathers evidence of learning toward attainment of grade-level standards.	Assessment of learning; 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. Content: Grade-level standards	MSDE Release Schedule Late August-September
Common Writing Tasks	Embedded in the curriculum	Whole class	Rubric score entered online	Describes the written product that students submit as part of a longer-term instructional unit, typically as a multi-paragraph written composition. It involves feedback from the teacher and revision before final submission. Foundational to the written curriculum and is not a classroom-based “test.”	Assessment for learning, intended to inform daily instruction and instructional planning, including collaborative team planning. Provides feedback to students. Districtwide rubric aligns scoring and feedback with the rigors of literacy and writing standards.	In Unify 15 minutes after scoring
Progress Check	Two 90-minute sessions = 180 minutes total/yr.	Whole class	Online or Scanned	District measure of ongoing instruction as well as previously taught standards, including skills in writing in either analysis or argument in response to one or more grade-level texts. Assesses critical areas of learning within current instruction that address multiple standards.	Assessment for learning, intended to inform day-to-day instruction and to provide feedback to students regarding their progress toward meeting grade-level standards. Supports differentiated professional development.	In Unify 15 minutes after scoring

ELA = English/Language Arts
 MSDE = Maryland State Department of Education
 PARCC = Partnership for the Assessment of Readiness for College and Careers

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.

