ELEMENTARY MATHEMATICS
Howard County Public School System
Department of School Improvement and Curricular Programs
Guide for Instructional Level Placement

A mathematics instructional level is determined by a student's performance. Performance should equally measure concepts, procedures, and application of mathematics.

Purpose: Provide guidance for determining students' instructional level in mathematics in grades 1-5.

Above-Grade Level Indicators Evidence is three or more indicators identified below.

Indicator	**Performance**
Measure of Academic Progress-Mathematics (MAP-M)	Meets or exceeds HCPSS Performance Benchmarks (see Chart A)
Number Readiness Assessment	Indicate readiness for acceleration
Teacher-selected Assessments	Indicate readiness for acceleration
Mathematics Learner Behaviors (Attachment A)	Indicate that more than half of the behaviors are frequently evident with on grade-level appropriate tasks
PARCC	Performance is Level 4 or 5
CogAT QN Score*	Is 80 or greater (grade 3) Is 83 or greater (grade 5)

Below-Grade Level Indicators Evidence is three or more indicators identified below.

Indicator	**Performance**
Measure of Academic Progress-Mathematics (MAP-M)	Is less than the 15th percentile (see Chart B)
Number Readiness Assessment	Indicate insufficient mastery of current grade level prerequisites
Teacher-selected Assessments	Indicate considerable gaps in concept prerequisites
Mathematics Learner Behaviors (Attachment A)	Are not evident more than half of the time on-grade level appropriate tasks
PARCC	Performance is level 1.

Chart A - HCPSS Mathematics Performance Benchmarks for MAP-M RIT Scores

Grade	Beginning-of-Year Benchmark	Mid-Year Benchmark	End-of-Year Benchmark
1	169-176	179-185	186-193
2	185-192	193-199	197-204
3	199-205	205-212	209-216
4	210-217	215-221	219-226
5	220-227	225-232	228-234

Chart B – MAP-M 15th Percentile RIT Scores

Grade	Beginning-of-Year	Mid-Year	End-of-Year
1	149	160	167
2	163	173	178
3	177	184	189
4	188	194	198
5	196	201	205

Placement Adjustments: Student placement should be adjusted when evidence indicates it is appropriate regardless of time of year. Adjustments made after the 2nd quarter should have specific structures provided to support the new placement. Specific structures may include moving a student to a new mathematics class with differentiated support, providing appropriate small group instruction in current mathematics class, or scheduling/providing additional mathematics instructional time for the student. When making adjustments, specific structures should be identified and provided to students to support success in the new placement.

* CogAT qualifying scores are above 88 in grade 3 and 92 in grade 5.

Mathematics Learning Behaviors

Attachment A

In mathematics class, the student demonstrates the behaviors below.

		F	O	N
SMP 1	Explains the meaning of the problem.			
	Engages in problem solving (develops, carries out, and refines a plan).			
	Persists when solving problems.			
	Considers if answers makes sense and adjusts if needed.			
SMP 2	Represents a problem with equations.			
	Uses numbers flexibly.			
	Examines the reasonableness of his or her answers/calculations.			
SMP 3	Justifies solutions.			
	Listens to the reasoning of others.			
	Compares and asks questions about ideas			
SMP 4	Uses representations for concepts and problems			
	Applies equations where appropriate.			
SMP 5	Selects appropriate tools.			
	Uses tools accurately.			
SMP 6	Calculates accurately and efficiently.			
	Uses mathematics vocabulary.			
SMP 7	Applies prior knowledge to new problems.			
	Looks for relationships and patterns.			
SMP 8	Uses patterns for efficiency.			

Frequently **O**ccasionally **N**ot at this time

Standards for Mathematical Practice (SMP)

SMP 1: Makes sense of problems and perseveres when solving them
SMP 2: Reasons abstractly and quantitatively
SMP 3: Constructs viable arguments and critiques the reasoning of others
SMP 4: Models with mathematics
SMP 5: Use appropriate tools strategically
SMP 6: Attend to precision
SMP 7: Look for and make use of structure
SMP 8: Look for and express regularity in repeated reasoning.

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Implementation Guidelines

- A student in a GT class is marked above-grade-level [1].
- A student placed in Grade 6 Mathematics 7, Grade 7 Mathematics 8, or Grade 8 Algebra I classes earning an A, B, or C should be designated as **above-grade level [2].**
- Students placed in Grade 6 Mathematics 6, Grade 7 Mathematics 7, or Grade 8 Mathematics 8 classes earning an A, B, or C should be designated as **on-grade-level [3].**
- For students participating in mathematics seminar, both the seminar teacher and the mathematics teacher should collaborate to determine the designation; taking into consideration performance on MAP. (Beginning of the year, mid-year, and end-of-year)

Policy 8010 – For Reference:

[1, 2] **ABOVE GRADE LEVEL** - The student is in a mathematics class that is one year or more above grade level (Grade 6: Pre-Algebra GT or Mathematics 7; Grade 7: Algebra I G/T or Mathematics 8; Grade 8: Geometry G/T or Algebra I), has met local assessment standards, and/or is earning a C or above in the course.

[3] **ON GRADE LEVEL** - The student is in an on grade level mathematics class (Grade 6: Mathematics 6; Grade 7: Mathematics 7; Grade 8: Mathematics 8), has met local assessment standards, and/or is earning a C or above in the course.

BELOW GRADE LEVEL - If the student is earning a D or E in an on grade level mathematics class and has not met two of the following standards:

- Satisfactory or above performance on the MAP assessment - See HCPSS Benchmarks
- Satisfactory or above performance on course assessments
- Demonstrating proficiency on [MD College & Career Ready] standards/objectives