

ELEMENTARY LANGUAGE ARTS
Howard County Public School System
Guide for Instructional Level Placement Grade 1

Purpose: Provide guidance for determining students' instructional level identification in reading.

Process: A reading instructional level is determined by a student's performance on reading measures in alignment with the grade-level literacy standards. Performance in small group reading instruction is the strongest reflection of a student's reading level.

Student performance is regularly reviewed based on grade-level expectations. In collaboration with the school-based administrator, Reading Support Teacher, and grade-level colleagues, a student's instructional level can be adjusted as indicated by the evidence. **Evidence is based upon, but not limited to, the indicators identified below.**

Above-Grade Level Indicators: (3-4 indicators)

- Trends indicate readiness for acceleration. If available, trends may include the prior year(s).
- Evidence of above-grade-level reading behaviors is documented using *Reading Record of Behaviors to Notice and Support*
- Formative and summative assessments provided in *Being a Reader* program indicate readiness for acceleration.
 - *Being a Reader* Observational Tools
 - Can be found by going to [Course Essentials](#), under "Instruction," click on "[Being a Reader](#)," under the heading, "Data Collection"
 - *Being a Reader* Gathering Evidence Tool
 - Can be found by going to [Course Essentials](#), under "Instruction," click on "[Being a Reader](#)," under the heading, "Data Collection"
- Assessment data from the winter and/or spring administration of the *Benchmark Assessment System*. (See Chart C)
- Performance data meets or exceeds HCPSS Performance Benchmarks from the Measure of Academic Progress-Reading (MAP). (See Chart A)
- Data from independent reading and comprehension of the text, orally or written, indicates at least 1 year above grade-level expectations. (See Chart B)
- Evidence from whole group instruction, writing instruction and application in Science, Social Studies, and Math

Below-Grade Level Indicators: (3-4 indicators)

- Trends indicate significant gaps in literacy skills. If available, trends may include the prior year(s).
- Evidence of below grade-level reading behaviors is documented using *Reading Record of Behaviors to Notice and Support*
- Formative and summative assessments provided in *Being a Reader* program indicate considerable gaps in literacy skills.
 - *Being a Reader* Observational Tools
 - Can be found by going to [Course Essentials](#), under "Instruction," click on "[Being a Reader](#)," under the heading, "Data Collection"
 - *Being a Reader* Gathering Evidence Tool
 - Can be found by going to [Course Essentials](#), under "Instruction," click on "[Being a Reader](#)," under the heading, "Data Collection"
- Assessment data from the winter and/or spring administration of the *Benchmark Assessment System*. (See Chart C)
- The Measure of Academic Progress-Reading (MAP) performance is less than the 15th percentile. (See Chart D)
- Data from independent reading and comprehension of the text, orally or written, indicates at least 1 year below grade-level expectations. (See Chart B)
- Evidence from whole group instruction, writing instruction and application in Science, Social Studies, and Math

Placement Adjustments: Student placement should be adjusted when evidence indicates it is appropriate regardless of the time of year. Specific structures may include moving a student to a new reading class with differentiated support, providing appropriate small group instruction in current reading class, or scheduling/providing additional reading interventions or supports for the student.

Chart A: HCPSS Language Arts Performance Benchmarks for MAP R- RIT

Grade	Beginning-of- Year Benchmark	Mid- Year Benchmark	End-of-Year Benchmark
1	166	177	184
2	184	191	197

Chart B: Determining Instructional Levels for First Grade

		Meets or Exceeds Expectations	Approaching Expectations	Does Not Meet Expectations
Grade 1	Beginning of Year	Set 3+	Set 2	Set 1 - Letter/Sounds
	Middle of Year	Set 4	Set 4	Set 2
	End of Year	Complete Set 5	Set 5	Set 3

Chart C: Being a Reader and Fountas and Pinnell Correlation Chart

Being a Reader Small Group Reading Set	Fountas and Pinnell Benchmark Assessment System
Set 5	I
Set 6	J
Set 7	K
Set 8	L

Chart D: HCPSS Language Arts Performance Benchmarks for MAP R 15th Percentile RIT Score

Grade	Beginning-of- Year Benchmark	Mid- Year Benchmark	End-of-Year Benchmark
1	147	157	162
2	159	169	173

ELEMENTARY LANGUAGE ARTS
Howard County Public School System
Guide for Instructional Level Placement Grades 2-5

A reading instructional level is determined by a student's performance on reading measures. Performance in small group reading instruction is the strongest reflection of a student's reading level.

Purpose: Provide guidance for determining students' instructional level identification in reading.

Process: Student performance is regularly reviewed based on grade level expectations. In collaboration with the school-based administrator, and Reading Support Teacher, student instructional level can be adjusted as indicated by evidence. **Evidence is based on the indicators identified below.**

Above-Grade Level Indicators

- Trend data indicates readiness for acceleration. If available, trend data may include prior year(s).
- Evidence of above grade level reading behaviors are documented using the *Reading Record of Behaviors to Notice and Support*, indicate readiness for acceleration.
- Measure of Academic Progress-Reading (MAP) performance exceeds HCPSS Performance Benchmarks.
- Independent reading and comprehension of text, orally or written, at least 1 year above grade level based on the Progress Monitoring chart.
- Teacher-selected assessments indicate readiness for acceleration.
- PARCC performance is Level 4 or 5.

Below-Grade Level Indicators

- Trend data indicates significant gaps in literacy skills. If available, trend data may include prior year(s).
- Evidence of below grade level reading behaviors are documented using the *Reading Record of Behaviors to Notice and Support*, indicating student needing additional support.
- Measure of Academic Progress (MAP-R) Performance is less than the 15 percentiles (see Chart B)
- Cannot independently read and comprehend grade level text, orally or written, at least 1 year below grade level based on the Progress Monitoring chart and Fountas & Pinnell benchmark assessment indicating insufficient mastery of current grade level literacy skills.
- Teacher-selected assessments indicate considerable gaps in literacy skills.
- PARCC performance is Level 1.

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 reading class with differentiated support, providing appropriate small group instruction in current reading class, or scheduling/providing additional reading instructional time for the student. When making adjustments, specific structures should be identified and provided to students to support success in the new placement.

Chart A - HCPSS Language Arts Performance Benchmarks for MAP-R RIT

Grade	Beginning-of-Year Benchmark	Mid-Year Benchmark	End-of-Year Benchmark
1	166-173	177-183	184-190
2	184-191	191-198	197-204
3	198-205	202-210	206-214
4	207-214	210-217	214-221
5	214-221	216-223	219-226

Chart B - MAP-R 15th percentile RIT Score

Grade	Beginning-of-Year Benchmark	Mid-Year Benchmark	End-of-Year Benchmark
1	147	157	162
2	159	169	173
3	172	180	183
4	182	188	190
5	190	195	197

Chart C - HCPSS Language Arts Progress Monitoring Chart

Grade	Beginning of the Year	1st Quarter (Sept-Nov)	2nd Quarter (Nov-Jan)	3rd Quarter (Feb-April)	4th Quarter (April-June)
1	D	E-F	G-H	I	J
2	J	K	L	L/M	M
3	M	N	N - O	O	P
4	P	Q	Q - R	R	S
5	S	T	T - U	U	V