

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/which curriculum is appropriate in mathematics. All students should receive instruction at their chronological grade level at a minimum. This document provides guidance in determining if a student is better matched with the next grade level curriculum.

Above-Grade Level Indicators Evidence is typically three or more indicators identified below before instruction has been provided.

Indicator	Performance
Teacher-selected Assessments	Indicate readiness for acceleration*
Readiness Assessment	Indicates readiness for acceleration*
MT Assessments and/or Major Works Assessments	Indicate readiness for acceleration*
Mathematics Learner Behaviors (Attachment A)	Indicates that more than half of the behaviors are frequently evident with on grade-level appropriate tasks
Measure of Academic Progress-Mathematics (MAP-M)	Meets or exceeds HCPSS Performance Benchmarks (see Chart A). Performance in the 85th percentile is a very strong indicator of above-level needs. Trend performance may be considered.
MCAP	Performance is 3 or 4
CogAT QN Score**	Is 80 or greater

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

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.

* Readiness for acceleration is determined by performance prior to instruction.

** 80th percentile is not the G/T placement mark. Students whose scores fall within the designated ranges on at least two of three standardized measures will be recommended for G/T Math placement:

- 90th percentile or higher on CogAT QN
- 90th percentile or higher on Fall MAP
- 90th percentile or higher on Winter MAP

In grade 4 or 5, MCAP Level 4 may serve as an additional measure. Additional students may be recommended for G/T Math based upon performance on instructional math tasks.

Mathematics Learning Behaviors

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 make 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

Occasionally

Not 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.