

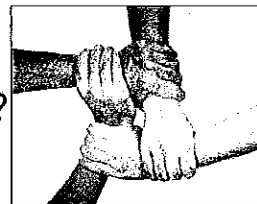
Assessments in Maryland

Maryland State Department of Education
General Assembly Briefing
October 14, 2015

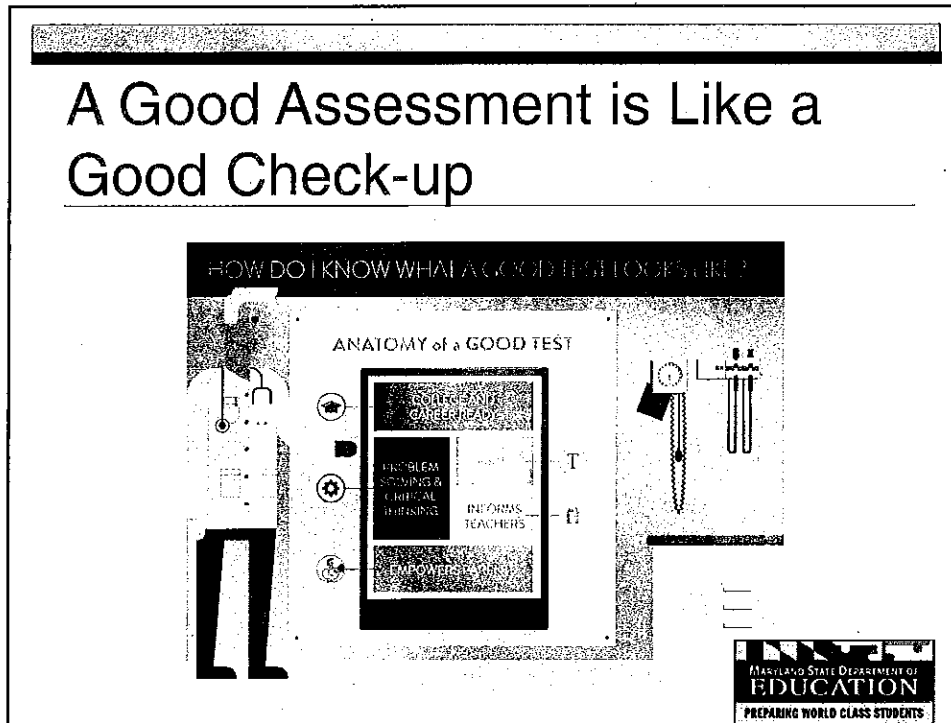


Teaching, Learning, and Assessing Go Hand-in-Hand

- ❑ A good assessment helps parents and teachers understand:
 - ❑ Is the student ready for the next day, unit, or grade?
 - ❑ Where does the student excel or need help?
 - ❑ Is the student prepared to succeed in college or the workforce?



A Good Assessment is Like a Good Check-up



Purpose of Assessments

- ❑ Broad purposes:
 - ❑ Shape instruction;
 - ❑ Identify achievement gaps; and
 - ❑ Hold school system, schools, and educators accountable for student learning
- ❑ Individual purposes:
 - ❑ Planning to meet the needs of every student;
 - ❑ Assist parents in understanding student's achievements and gaps; and
 - ❑ Assess student learning at end of instruction

Assessing Learning

- Many ways to assess student learning:
 - **Formative:** A variety of methods used to conduct **in-process** evaluations during a unit or course
 - **Summative:** A variety of methods used to evaluate at the **end** of a unit or course



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Shifts in Assessment

From assessing to learn what students do not know



To assessing to learn what students understand

From using results to calculate grades



To using results to inform instruction

From end-of-term assessments by teachers



To students engaged in ongoing assessment of their work and others

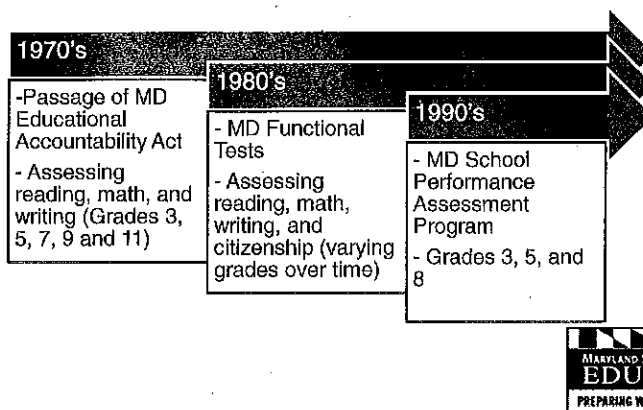
From judgmental feedback that may harm student motivation



To descriptive feedback that empowers and motivates students



History of Maryland Assessments



Federal law and assessments

2001 Elementary and Secondary Education Act (ESEA) **requires** states to administer, at a minimum:

- ❑ Reading/English Language Arts: Grades 3 - 8 and at least once in high school;
- ❑ Mathematics: Grades 3 - 8 and at least once in high school; and
- ❑ Science: at least once in elementary, middle, and high school

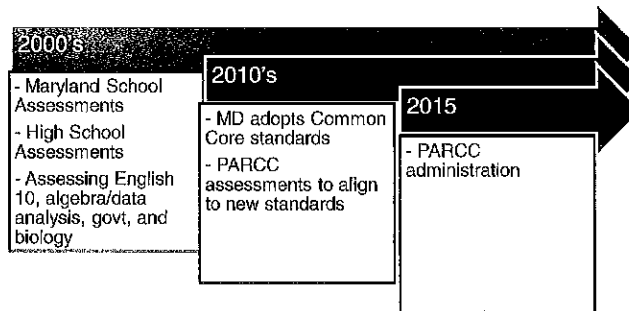


Federal law and assessments

- States must administer an:
 - alternate assessment to students with the most significant cognitive disabilities (not to exceed 1% of the total student population);
 - annual assessment of English proficiency to all students identified as English Language Learners



History of Maryland Assessments



Higher Expectations Call for Better Assessments

PARCC helps parents and teachers understand:

- Is the student meeting grade-level expectations in English Language Arts and Math?
- How is the student performing relative to his or her peers?
- What are the student's main strengths and weaknesses?
- What can we do at home, and in class, to help each student stay on track for success?



How are We Doing So Far?

□ **Year 1 of PARCC in Maryland Went Smoothly**

PARCC English Language Arts/Literacy and Math tests taken by 575,000 students

- More than 80% took tests online

□ **Lessons Learned for Year 2**

- Shorter test overall
- Shorter testing window
- Tests given closer to completion of courses
- Results back sooner



□ **State Cost Savings in 2014/2015 due to more on-line testing than anticipated:**

- \$2.2 million



What is performance level setting?

A systematic process that results in recommended threshold scores for the performance levels that will be used to report the PARCC results.



PARCC Performance Levels

- The performance levels are as follows:

PARCC Performance Levels	
Level 5	Exceeded expectations
Level 4	Met expectations
Level 3	Approached expectations
Level 2	Partially met expectations
Level 1	Did not yet meet expectations

- Levels 4 and 5 indicate college and career readiness



Maryland's Participation in Performance Level Setting

- ❑ Maryland had significant participation in performance level setting
- ❑ More than 30 people from Maryland participated including teachers and representatives from higher education



When Will the Results Be Available?

PARCC Test	MD State Board of Education	Individual Student Reports
High School Results (English 10, Algebra I, and Algebra II)	October 27, 2015	Mid-November
Grades 3-8 Results (English/Language Arts and Mathematics)	December 8, 2015	Mid-December



MSDE is preparing parents, teachers, students and schools for PARCC scores

- Collaborating with all 24 districts, Maryland PTA, other stakeholders to share information and resources
- General information for parents, teachers, other stakeholders at <http://bit.ly/1FplPuQ>
- Sponsoring series of webinars on PARCC for teachers
- Using social media to communicate broadly
- Working with higher ed and business communities to articulate support



When will PARCC Results Become a Graduation Requirement?

- **2014-2015: Year 1 of PARCC Was a Transition Year**
 - Setting a new baseline for a new test
 - Students must take PARCC
 - Passing score not tied to graduation
- **2015-2016: Year 2 of PARCC—Transition Continues**
- **2016-2017: Year 3 of PARCC**
 - A minimum score (TBD) on PARCC English Language Arts/Literacy and Math tests is a graduation requirement.
 - Schools offer pathways for students who fail to pass PARCC or other state assessments by 12th grade



A New Baseline for Growth

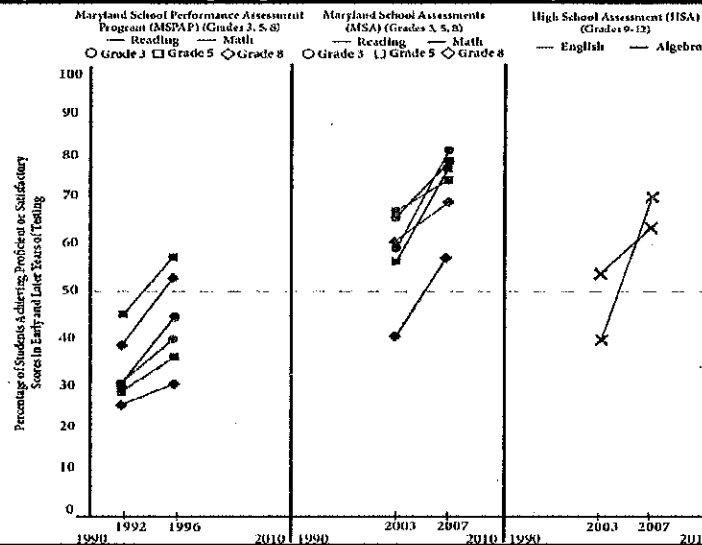
- Maryland raised standards—and will support student growth
- PARCC performance levels help measure student growth
- Testing is just one way to evaluate a child's progress

Behavior, attendance, attitude, study habits, class assignments and teacher observations are important too



A New Assessment Always Sets a New Baseline for Growth

Maryland's K-12 Testing Program, 1990-2007: Students Perform Better Over Time

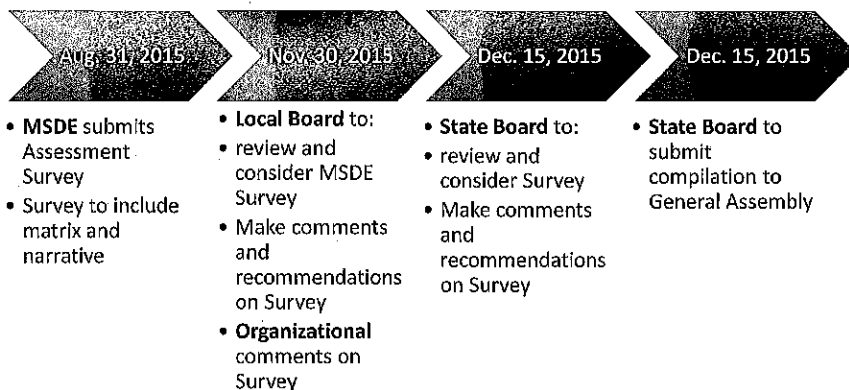


Commission to Review Maryland's Use of Assessments and Testing in Public Schools

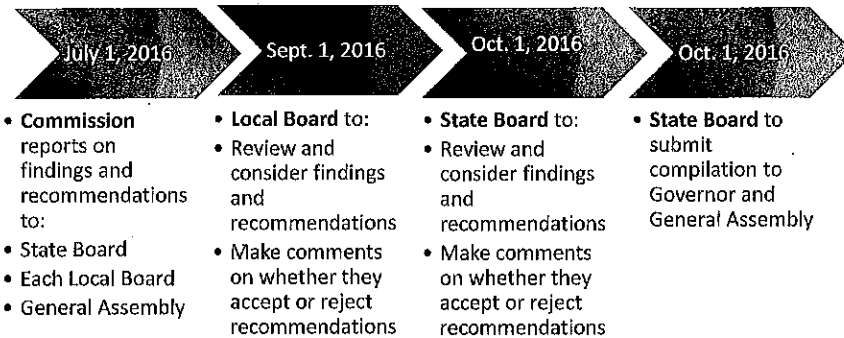
- HB 452 created two different timelines concerning the review of assessments:
 - (1) MSDE survey of federal, state, and local assessments; and
 - (2) Commission on Assessments review of assessments and recommendations to Governor, General Assembly, State Board of Education, and each local board of education



MSDE Survey on Assessments and Testing in Public Schools



Commission's Review and Recommendations on Assessments and Testing in Public Schools



Commission's Recommendations

Improve the process for local, state, and federally mandated assessments

Best methods for ensuring adequate time for administering assessments and instruction

Which developmentally appropriate elements, if any, should be included in kindergarten assessments

Any other relevant issue identified by the Commission



Commission's duties

Time is spent in each grade and in each system on administering assessments

Review the purpose of local, State, and federally mandated assessments

Review interests in requiring assessments and attempt to develop statewide approach

Whether schedules allot enough time between assessments and receiving the results

If testing windows have negative ancillary effects on instruction/school calendars

Implications for State if ESEA changes allow flexibility in administering assessments

Ensure recommendations compare student achievement in districts, State, and nation



Commission Status

- Governor Hogan made Commission appointments on September 30
- One appointment (National Board Certified Teacher) still to be made



MSDE Survey Methodology Generally

- Survey covers federal, state and local assessments that are **mandated** for all children in a grade level or a specific course or discipline
- HB 452 excluded “teacher-developed quiz or test” from definition of assessment
- MSDE developed common understandings of the questions in HB 452



MSDE Survey Methodology – Federal and State Assessments

- MSDE prepared survey for federal and state assessments
- Some state mandated assessments also federally required
- Alternative assessments while state mandated are required under federal law (IDEA)



MSDE Survey Methodology for Local Assessments

- Entire MSDE survey team visited first district surveyed to calibrate methodology and test materials for local survey

- Blank survey sent to each district that included all of the HB 452 questions
- MSDE survey teams visit 24 school districts (June/July)

- Districts reviewed survey for 2nd time (August)



Time Required for Federal Assessments - Hours

- Federally mandated (excluding alternative assessments, ELL, and NAEP):
 - English/Language arts and math:
 - Grade 3 – 8.15
 - Grades 4 & 5 – 8.3
 - Grades 6 – 8 – 7
 - English 10 HSA – 5.2
 - Algebra 1 – 4.5
 - Science:
 - Grades 5 & 8 – 2
 - Biology – 2.25



Time Required for State Assessments - Hours

- State mandated:
 - Kindergarten Readiness Assessment – 0.75
 - Government – 2.25



Next Steps

- November 30 – county boards of education response and other organizational comments on survey due
- December 15 – State Board of Education response due
- December 15 – Compilation of all comments sent to Governor and General Assembly
- Commission begins meetings (TBD)

