MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Maryland State Department of Education

Assessments in Maryland: A Work in Progress

October 19, 2015

Student Assessments



"the use of testing as a tool for learning"

Brown, Roediger & McDaniel, 2014 *Make It Stick*

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For more than 40 years, Maryland has been focused on student achievement and school effectiveness. This focus has been the foundation of Maryland's work in assessment.

1970's

Focus shifted from the process of school to what students learned from their courses.

Maryland General Assembly passed the Educational Accountability Act, to establish a Statewide educational accountability program.

Developed Maryland Accountability Program assessing reading, writing, and mathematics using Iowa Tests of Basic Skills in Grades 3, 5, 7, and 9 and state developed tests to assess functional reading competencies at Grades 7 and 11.

1980's

A Nation at Risk brings more rigorous curricula and more testing for accountability.

The classes of 1989 through 2003 were required to pass the Maryland Functional Tests, which measured basic competencies in reading, mathematics, writing and citizenship in order to graduate from high school.

At the beginning of the program, students were tested beginning in Grade 9 and continued to take the test until they passed. By the end of the program, students were taking and passing tests in grade 6.

1990's

New assessment program measures ability to apply higher order thinking to real-world problems.

The Maryland School Performance Assessment Program (MSPAP) administered to students in grades 3, 5 and 8 in conjunction with other assessments, including the Comprehensive Test of Basic Skills and Maryland Functional Tests.

Maryland began the process to phase out the Functional Test graduation requirement and require students to pass the high-stakes, standards-based High School Assessment (HSA) tests.

2000's

New assessments provide individual student scores which allows for disaggregation of student achievement data.

High School Assessments were administered at the completion of English 10, algebra/data analysis, government and biology.

The English, mathematics and science tests satisfy a federal mandate while the government test satisfies a requirement of Maryland law.

2010's

Maryland adopts the Common Core State Standards, a set of more rigorous standards to raise the bar on student learning.

Maryland joins the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium for new assessments in reading and mathematics.

In 2013-14 PARCC assessments were field tested in Maryland, and in 2014-15 the English language arts and mathematics tests were administered for the first time to students in grades 3-8 and high school (algebra, English 10)

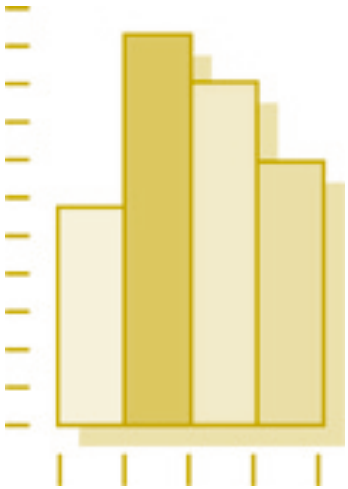
In 2015-16 the assessments will be reduced by 90 minutes and administered after 80% of the school year or the high school course.

To comply with No Child Left Behind, Maryland began the development of a new testing program known as the Maryland School Assessments (MSA) which were given to students in grades 3-8 in reading and mathematics, and in science grades 5 and 8.

The Maryland Accountability Program, Project Basic and the implementation of the Maryland Functional Tests were initial efforts to fully embed assessment into the instructional cycle. Since that time, a great deal of work has been done to better understand the effects of both formative and summative assessments as an integral part of the teaching and learning process.

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Student assessments have a variety of purposes.



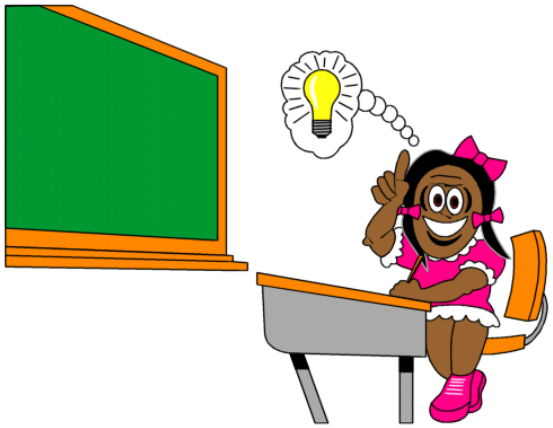
- Assess learning
- Shape instruction
- Determine placement
- Serve as graduation requirement
- Inform educator evaluations
- Be used in accountability systems
- Inform return on investment

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Assessments of all types can help the learning process itself.









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Assessments help consolidate and produce more complex, durable learning.

Make it Effortful

Fluency can mask mastery

Retrieval strengthens learning

Feedback strengthens retention

Interrupt forgetting