

Review of Maryland's use of Assessments & Testing

**Findings and Recommendations
Final Report July 2016**

**Commission's Report to
School-Based Themes**

From Commission's Report to School-Based Themes

Theme A: Large-scale assessment as limited in purpose, number and time.

Theme B: Large-scale testing as a shared responsibility of MSDE and local school systems.

Theme C: Technology as a critical role in testing and reporting, but not independent of hardware & infrastructure disparity.



Theme A: Large-scale assessment limited in purpose, number and time.

Purpose - assessments serve to:

- Improve teaching and learning if
 - timely,
 - specific, and
 - constructive feedback on student progress.

- Provide accountability for
 - curricular fidelity
 - instructional effectiveness.

Theme A: Large-scale assessment limited in purpose, number and time.

Number/Time - minimally intrusive of the
teaching and learning process.

- Number should be
 - sufficient to satisfy accountability
 - generate quality data to guide decisions

- Time should
 - Be minimized through judicious sampling
 - Use protocols that are efficient, familiar, and schedule compatible

Theme B: Large-scale assessment shared responsibility MSDE/Local Systems

MSDE- role in large-scale tests should be limited to:

- Provide high-quality assessments
 - well aligned with State curriculum
 - provide valid accountability measures .
- Support Local Implementation
 - Provide guidance/training
 - Provide technical assistance

Theme B: Large-scale assessment shared responsibility MSDE/Local Systems

Local Systems - response to external assessment demands carefully considered :

- Number and frequency
 - Should measure student progress
 - In context of routine classroom tests
- Local requirements should
 - Utilize input/feedback from local stakeholders
 - In context of overall schooling

Theme C: Technology Plays a critical role, but not independent of disparity considerations.

Role of Technology - serve teaching and learning, as part of a vision for:

- Positive impact
 - Tests that are more relevant and engaging
 - Increased efficiency of administration and scoring
 - Valid and robust analysis is applied to data in a timely fashion

Theme C: Technology Plays a critical role, but not independent of disparity considerations.

Disparity of Access - envisioned future must acknowledge current realities so that:

- Assessment environments & modalities familiar to students in instruction
- Differences in student access & experience affect:
 - Student performance
 - School resources

Next Steps - Form State Board Workgroup

- Begin to dialog for shared vision/decisions
- Receive/Respond to Local Superintendents' feedback
- Draft Board's response for Legislative Committee

The Commission to Review Maryland's use of Assessments and Testing
in Public Schools*
Findings and Recommendations
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The purpose of this presentation is to process those recommendations around three overarching themes in order to respond as education leaders, and as technical support for local school systems.

Theme A: Large-scale assessment should be limited in purpose, number and time.

Purpose: Some assessments can serve multiple roles, but most do (best) one of the following:

- Improve teaching and learning through timely, specific, and constructive feedback on student progress.
- Provide accountability for curricular fidelity and instructional effectiveness.

Number/time: All assessment should serve teaching and learning, and therefore not intrude unduly on that process. Design and administration should focus on an economy of:

- A number sufficient to satisfy mandated practice, and generate quality data to guide decisions.
- Administrative time (test length) sufficient to achieve the intended purpose through judicious sampling of skills and knowledge.
- Administrative protocols that are efficient, familiar, and compatible with the school-day schedule.

*The Commission's Report summarizes their findings related to the eight charges with which they were tasked. Those findings generated 22 specific recommendations and are reported succinctly in Appendix A pp. 44-52.

Theme B: Large-scale testing is a shared responsibility of MSDE and local school systems.

MSDE: The role of the State Department in large-scale tests should be limited to:

- Provide high-quality assessments well aligned with State curriculum, and able to provide other accountability measures as may be set by the State Board.
- Provide guidance/training and technical assistance in support of local assessment implementation efforts.

Local Systems: Local decisions in response to external assessment demands should be carefully considered with regard to:

- The number and frequency of tests that measure student progress beyond those routinely administered in classrooms for that purpose.
- Input and feedback from local stakeholders in the context of overall schooling.

Theme C: Technology plays a critical role in testing and reporting decisions, but those decisions are not independent of hardware and infrastructure disparity.

Role of Technology: All assessments must serve teaching and learning, as part of a vision that:

- Assessments can be made more relevant and engaging, administered more efficiently, and scored more expediently with technology.
- Accountability is more meaningful when valid and robust analysis is applied to data in a timely fashion through the use of appropriate technology.

Disparity of Access: An envisioned future must acknowledge current realities so that:

- Assessment environments and modalities should be familiar to students in their classroom instruction.
- Student access and experience with technology is disparate across school systems, and have serious implications for student performance and school resources.