



# STRENGTHENING EDUCATION <sup>IN</sup> MARYLAND



**KIRWAN COMMISSION**

May 17, 2018



# MCAP

**Improved, Comprehensive Assessment System**



# Maryland Comprehensive Assessment Program



## Maryland Comprehensive Assessment Program

### WHAT IS DIFFERENT

- Unit times are aligned
- Assessments will be shorter
- Efficiency is improved
- Computer Adapted

### WHAT STAYS THE SAME

- Assessment in MD College and Career Ready Standards in Reading and English
- Content based on PARCC assessment; the highest quality assessment program in the country
- All MD State Assessments will be part of MCAP



# KRA

## Kindergarten Readiness Assessment



# Kindergarten Readiness Assessment



A developmentally appropriate assessment tool that measures the school readiness of incoming public school kindergarteners across four learning domains.



Administered by kindergarten teachers at the start of each school year, the KRA looks at the knowledge, skills, and behaviors necessary to be successful in kindergarten.

# Continuous Improvement

## MSDE addressed teacher feedback by:

- Reducing KRA 1.0 items by 20% for KRA 1.5
- Providing Technical Assistance to LEAs to address their technology issues
- Improving Help Desk responsiveness
- Improving test items for new KRA 2.0 using teacher feedback and teacher field test of items in fall of 2017
- Adding new features to KRA 2.0:
  - Ability to upload paper scoresheets
  - Access to Individual Student Report immediately when any student assessment is complete
  - New census school and district data graphs and charts to improve data analysis

# 2017-18 KRA Administration Type and Sample Size

## CENSUS

(100% of Kindergarteners Assessed)

Allegany  
Baltimore City  
Caroline  
Dorchester  
Garrett  
Kent  
Queen Anne's  
Somerset  
Talbot  
Washington  
Wicomico  
Worcester

## LIMITED CENSUS

(Select Title I/Judy Centers)

Charles (20%)  
Frederick (30%)  
Howard (31%)  
Montgomery (12%)  
Prince George's (12%)

## SAMPLE

(With Sample Size)

Anne Arundel (22%)  
Baltimore County (20%)  
Calvert (26%)  
Carroll (32%)  
Cecil (30%)  
Harford (31%)  
St. Mary's County (32%)



# WIDA

**Advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.**





# WIDA ACCESS for ELLs 2.0

1

ESSA requires that exiting ELs have the ability to meet the challenging State academic standards

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2

WIDA conducted a standard setting in 2016 to determine the English learner performance required for each proficiency level

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3

English learners now need to demonstrate higher language skills to achieve the same proficiency level scores

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4

MSDE, national experts, and local school system stakeholders analyzed two years of Maryland PARCC and ACCESS data

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5

Maryland has submitted an ESSA consolidated state plan amendment to USDE lowering the proficiency level for exit from an overall proficiency level of 5.0 to 4.5

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# CONTENT KNOWLEDGE FOR ELEMENTARY TEACHING (CKT)

A new kind of content assessment



# A New Kind of Content Assessment

## Content Knowledge for Elementary Teaching CKT

A collaborative project between ETS and Teaching Works at the University of Michigan to create tests for new teachers.

Specifically designed to test the specialized knowledge of content that a teacher uses in the work of teaching.

# The place of CKT for Elementary Education is the next step in the evolution of elementary licensure tests at ETS.

The purpose is to improve how we are assessing critical content knowledge

PRAXIS 5018  
Introduced 2000

Elementary Education:  
**CONTENT KNOWLEDGE**

READING & LANGUAGE ARTS

MATHEMATICS  
SOCIAL STUDIES  
SCIENCE

PRAXIS 5001  
Introduced 2011

Elementary Education:  
**MULTIPLE SUBJECTS**

READING & LANGUAGE ARTS

MATHEMATICS  
SOCIAL STUDIES  
SCIENCE

Subtests with separate scaled scores. Allows a separate passing standard for each subject.

Praxis 7801  
Introduced 2017

Elementary Education:  
**CKT**

**READING & LANGUAGE ARTS**

**MATHEMATICS**  
**SOCIAL STUDIES**  
**SCIENCE**

Assessment of specialized knowledge for teaching in Mathematics, ELA & Science.

# CKT As Innovation

2013

Teaching Works, led by Deborah Ball at the University of Michigan.

ETS's UTQ Center and Assessment Development started working as partners to develop CKT assessments for licensure.

2014-2015

National survey of the field—teachers and educator preparation faculty preparing elementary teachers—to confirm relevance and importance to teaching of high-leverage content.

National advisory panel confirmation of test content for importance to the job.

Pilot of CKT assessment at 28+ educator preparation programs, Oct-Dec 2015.

Work with researchers, teachers and teacher educators to:

- Identify the focus of the CKT assessments:
  - High-leverage content and
  - The work of teaching to support student learning
- Design tasks to assess CKT

# Assessing CKT: The dimension of practice

Testing content in a way that is specialized for teaching means that content is placed in the work of teaching:

- For ELA, tasks include, e.g.,
  - Analyzing a student writing sample to identify strengths or weaknesses
  - Evaluating instructional texts for their support of a specific learning goal
  - Identifying a prompt that will elicit student thinking about a particular ELA concept
- For mathematics, tasks include, e.g.,
  - Analyzing the mathematical validity and generalizability of a student's mathematical explanation
  - Evaluating mathematical manipulatives for their support of a specific instructional purpose
  - Anticipating how a student error will replicate across similar problems

*Some questions—roughly 20%—call for the candidate to show the ability to do the **work of the student curriculum**.*

# Assessing CKT: A comparison with traditional content assessment

## Math Common Content

Which of the following is an example of the commutative property of addition?

- $5 \times 3 = 3 \times 5$
- $(1 + 7) + 4 = 1 + (7 + 4)$
- $6 \times (4 + 2) = (6 \times 4) + (6 \times 2)$
- $8 + 9 = 9 + 8$

## CKT: Sample Math Item

$$\begin{array}{r} 385 \\ + 462 \\ \hline 7147 \end{array}$$

$$\begin{array}{r} 453 \\ + 427 \\ \hline 8710 \end{array}$$

$$\begin{array}{r} 321 \\ + 836 \\ \hline 1157 \end{array}$$

Josh is a third grade student in Ms. Carter's classroom. Josh's answers to three addition problems are shown. He incorrectly answered the first two problems but correctly answered the third problem.

If Josh used the same strategy to answer the following problem, what will his answer be?

$$\begin{array}{r} 328 \\ + 564 \\ \hline 8812 \end{array}$$

*Test taker responds by entering a number.*

# Assessing CKT: A comparison with traditional content assessment

## ELA Common Content

Which of the following descriptions of reading behaviors refers to “return sweep”?

- a) A student attempting to read a sentence stops when she reaches an unfamiliar multi-syllabic word. She then repeats the first part of the sentence to help her figure out the meaning of the word.
- b) A student is reading a sentence that takes up two lines. When he gets to the end of the first line, he moves to the next line on the left to finish.
- c) A student is reading a paragraph. She pauses at the end of the first sentence because she sees a period. Then she begins reading the second sentence
- d) A student attempting to read a single-line sentence begins at the end of the sentence and reads from right to left.

## CKT: Sample Reading/Language Arts Item

A student writes the sentence “I like to eat ice cream” as follows.

I like to eat  
is  
crem.

Which of the following print concepts should the teacher focus on when reading with the student?

Select all that apply.

- Text direction
- Return sweep
- Punctuation meaning

*Test taker selects correct answer or answer choice.*