

Element 3b–1c: Establish and implement a **CCR standard** set to global standards.

The State should conduct the research needed to establish whether the CCR literacy and numeracy standards set by the NCEE study are comparable to the global standard in top-performing countries for the same age cohort as in Maryland and whether they also align with the workforce needs of Maryland. This entails doing an equating study in which a sample of Maryland students take the assessments of top-performing jurisdictions as well as Maryland assessments and comparing the results.

Assumptions: For the Maryland study, consultants would collect materials (syllabi, texts, exams, examples of graded work) from eight randomly selected open-entry two- and four-year colleges in the state. Study would include a mapping and analysis of the rigor of the math content and competencies in the first-year math and introductory courses; and a study of the text complexity of first-year texts. It would also include an analysis of the complexity of reading tasks assigned to students which includes, among other tasks, collecting and organizing materials from colleges; conducting the expert panel meetings; organizing templates for expert panel reviews; organizing the review data; producing the final report for the project; and presenting study findings to relevant groups in Maryland.

The second phase of the study would be setting the CCR cut score standards. The final phase involves benchmarking the Maryland standards to international standards.

Cost: The cost of the research/equating studies is expected to total approximately \$650,000 over 10 years.

Year 0 (FY 2020)	Year 1 (FY 2021)	Year 5 (FY 2025)	Year 10 (FY 2030)
\$150,000	\$300,000	\$100,000	\$100,000