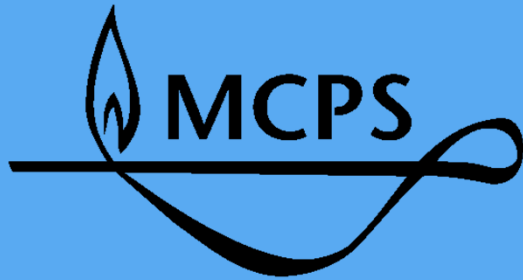


K-12 Assessment Plan

June 22, 2015

Strategic Planning Committee



Agenda

- Core Goals of an Assessment Plan
- Types of Assessment
- Developing an Assessment Plan: Interests to Consider
- Elementary Assessment Plan & Recommendations
- Secondary Assessment Plan & Recommendations
- Looking Ahead

Core Goals

The MCPS Assessment Plan should...

1. Recognize that assessment is not an event, but is part of the instructional process.
2. Seek to maximize instructional time and limit the amount of time students are required to spend in lengthy testing situations.
3. Include a component of centrally collected data to inform school support and increase consistency across schools.

TYPE	HOW USED	EXAMPLES
As Learning Assessments should be...	<ul style="list-style-type: none"> • Used regularly to gather student voice and perspective • An opportunity for students to reflect on how they learn best, self-monitor own progress 	Surveys, reflections, learning logs
For Learning Assessments should be...	<ul style="list-style-type: none"> • A daily practice embedded in instruction • Used to guide instructional next steps for each student 	Formative assessments, exit cards, running records, observations
Of Learning Assessments should be...	<ul style="list-style-type: none"> • Administered at the end of a learning cycle • Consistently administered and scored across a team, school, and/or district • One of multiple data points considered when reviewing student progress and an instructional program 	MAP, PARCC, SAT summative assessments, final exams

Note. An assessment may be used in various ways and may fit more than one category.

K-12 Assessment Plan



Givens: Required External Assessments

- PARCC Mathematics: Grades 3–8 and in Algebra 1 and Algebra 2
- PARCC Literacy: Grades 3–8 and Grade 10
- Science MSAs: Grades 5 and 8
- Biology and Government HSAs: high school

Developing a K-12 Assessment Plan

Interests to Consider

- Increase time engaged in meaningful instruction
- Reduce the assessment load on students
- Promote effective, equitable teaching and learning across the district
- Provide opportunities for independent application and synthesis of learning within a specific timeframe
- Monitor student achievement of the curriculum
- Align efforts with Maryland College and Career Readiness Standards, Next Generation Science Standards, and PARCC assessments

Central Question

How can we increase instructional time, alleviate the testing burden,
AND continue to gather data to help us recognize and respond to
student, teacher, school, and district needs?

Elementary Assessment Plan



Elementary Required Assessments

Primary Reading Assessment	Monitor Instructional Reading Levels
Kindergarten Readiness Assessment	MAP-R (Reading 3-5)
MAP-P (Math K-2)	MSA Science
MAP-M (Math 3-5)	PARCC

Elementary

	Elementary School
2015-2016	<ul style="list-style-type: none">• Shorten county assessments at the primary level• Kindergarten Readiness Assessment given later in the fall• MAP-P given only in the spring for Kindergarten• Reinstate ongoing formative assessment• Monitoring Instructional Reading Levels
2016-2017	<ul style="list-style-type: none">• MAP testing eliminated (under consideration)• PARCC diagnostics implemented (under consideration)



QUESTIONS and DISCUSSION

Secondary Assessment Plan



Background

- Community concern about over testing and teacher concern over loss of instructional time following PARCC administration
- Interest in increased time engaged in meaningful instruction
- Mathematics Exam Work Group recommendation to eliminate exams in courses with a state assessment
- Middle School Exam Work Group recommendation to reduce final exam load in middle school
- Board of Education interest in reducing final exam load in high school
- State Superintendent Lowery reaffirms state tests, recommends adjustments be made at the local level
- Feedback collected from multiple stakeholder groups May - June 2015

Focus/Feedback Groups

- Middle & High School Principals
- Middle & High School Students
- Middle & High School Teachers
- Parent & Community Groups
- Members of Middle School and High School Councils on Teaching and Learning
- Middle School Exam Schedule Work Group
- Central Office: Office of School Support and Improvement, Office of Special Education and Student Services, Office of the Chief Technology Officer
- Executive Leadership Team

Four Options Under Consideration

OPTION A (Middle School ONLY): Non-high school credit courses will not have 2 hour cumulative exams.

Marking period/unit assessments over 1 or 2 class periods will be used instead.

OPTION C: Keep cumulative exam, but administer over multiple class periods.

Centrally developed exams remain the same, but are divided into multiple class period sections.

OPTION B: No semester exams.

No centrally developed, cumulative assessments required in a 2 hour block.

Variation: Eliminate exams for externally assessed courses.

OPTION D: Replace end of semester exams with assessments during the semester.

Mid-semester, marking period, common tasks, and/or portfolio assessments used to create an end of marking period grade or a final exam grade.

Feedback Themes: Agreements

- Desire to increase instructional time
- Decrease scheduling disruptions caused by final exam schedules
- Assessments should be used to inform instruction during the semester
- Assessments, curriculum, and instruction should align with PARCC and Next Generation Science Standards expectations

Feedback Themes: Concerns

- Students' preparation for college exams
- Central office and school staff may not have the capacity for developing, monitoring, and/or grading assessments
- An emphasis on centrally collected assessments could result in teachers preparing students for assessments rather than using them as a formative tool for instruction

What does the Feedback Tell Us?

OPTION A (Middle School ONLY): Non-high school credit courses will not have 2 hour cumulative exams.

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OPTION D: Replace end of semester exams with assessments during the semester.

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Benefits of Options A and D

- Increase instructional time by two weeks per semester and four weeks each year
- Reduces challenges of the exam schedule at the middle school level
- Assessments given within a marking period are better able to inform instruction, instead of a large-scale assessment at the end of the semester.
- Reinforces the importance of more timely and frequent measures of student achievement in the classroom.

Considerations for Options A and D

	Middle School	High School
2015-2016	<p>No 2-hour exams for middle school courses</p> <p>High School credit courses offered in middle school follow the high school model</p>	<p>Semester 1: No changes</p> <p>Semester 2: No 2-hour final exams in externally assessed courses (Alg 1, Alg 2, NSL, Biology, English 10)</p>
2016-2017	<p>High School credit courses offered in middle school follow the new high school model</p> <p>MAP testing eliminated (under consideration)</p> <p>PARCC diagnostics implemented (under consideration)</p>	<p>Semester 1 & 2: No 2-hour final exams.</p> <p>Centrally developed assessments embedded in the curriculum administered in class and collected during marking periods to monitor achievement.</p> <p>High school exam week with ½ days and 2 hour exams is eliminated. Classes continue on a full day schedule.</p>

Assessment Examples

- Project
- Unit assessment
- Oral assessments
- Portfolio
- Document-based questions
- Essay
- Text analysis
- Lab

Looking Ahead: Considerations

Communication

- *How will changes be communicated to build understanding for administrators, teachers, parents, and students?*

Scheduling

- *How will assessments be scheduled to avoid external assessment windows or multiple in class assessments on a given day?*
- *How will teachers have time for scoring assessments?*

Grading

- *How will grading policy and practices need to change with a new assessment structure?*
- *What professional development will teachers need to ensure consistent grading across the district?*

Aligning with State and Local Assessment Policy

- *How will MCPS changes align with state regulations regarding high school courses taken in middle school and required final examinations?*



QUESTIONS and DISCUSSION