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CHRONOLOGY OF MSPP AND MSPAP

- August 1989 Commission on School Performance submitted its report to the Governor and the Maryland State Board of Education.
- December 1989 Maryland State Board of Education passed Resolution No. 1989-53 establishing Maryland School Performance.
- January 1990 Maryland School Performance Office began operations.
- April 1990 Maryland State Board of Education passed Resolution No. 1990-5 adopting data-based areas.
- May 1990 Maryland State Board of Education adopted performance outcomes in mathematics, writing, reading/language arts, social studies, and science for grades 3, 5, 8, and 11.
- August 1990 Maryland State Board of Education passed Resolution No. 1990-30 adopting standards of satisfactory and excellent for data-based areas reported in 1990 *Maryland School Performance Report*.
- September 1990 Update on MSPAP indicating that grade 11 assessment would be implemented in 1992.
- November 1990 First *Maryland School Performance Report* issued at the State and school system levels.
- May 1991 Performance assessments administered in grades 3, 5, and 8 in reading, writing, language usage, and mathematics.
- Characteristics of grade 11 Tasks discussed in paper which also gives outline of "Exemplary Task" planned for State Board on May 22, 1991.
- Development of the grade 11 Interdisciplinary Problem-solving Task (IPT), "Chesapeake Bay Oil Spill" by MSDE and local system staff.
- June 1991 Academies held to train local central office personnel and principals in *Dimensions of Thinking*, School Based Instructional Decision Making, and Maryland School Performance Program implementation.
- July 1991 Paper for Leadership Team discusses MSPAP grade 11 decisions which must be made before development can begin.
- Maryland State Board of Education passed Resolution No. 1991-17 adopting standards of satisfactory and excellent for data-based areas included in 1991 *Maryland School Performance Report*.
- Update for State Board on grade 11 assessment.

- August 1991 Report of Performance Assessment to the State Board answers questions on grade 11 assessment that the Board raised at July 1991 meeting.
- Update for State Board on options for grade 11 assessment.
- November 1991 Second *Maryland School Performance Report* issued at the State, school system, and school levels with student performance information disaggregated by sex and race/ethnicity.
- Spring 1992 Pilot of 5 Interdisciplinary Problem-solving Tasks involving 2,000 grade 11 students in 19 high schools in 12 local systems.
- May 1992 Performance assessments administered in grades 3, 5, and 8 in reading, writing, language usage, mathematics, social studies, and science.
- May 1992 Current Maryland State Level Assessment Fact Sheet notes that grade 11 pilot was given to "selected schools on a voluntary basis" in 1992.
- July 1992 Outcome-Based Graduation Requirements Task Force Report presented to the State Board of Education.
- August 1992 Update on Statewide Testing given to Board provides information on 1991-1992 pilot high school assessment and discusses impact of Outcome Based Graduation Requirements Task Force Report on high school performance assessment.
- 1992-93 school year Revision and development of six Interdisciplinary Problem-solving Tasks with local system staff.
- Development of guidelines for Senior Projects with local system staff.
- Development and pilot of School Portfolio Guidelines with local system staff.
- September 1992 Presentation to State Board by R. Gabrys and S. Ferrara on Proposed Direction for MSPAP High School Assessment and connections to Task Force Report.
- Twenty-eight Challenge Schools named to receive funding to coordinate school improvement efforts in areas of significant need.
- Fall 1992 Scoring project (local system staff) and final report on IPT pilot.
- November 1992 Third *Maryland School Performance Report* issued at the State, school system, and school levels.

- Winter 1992 Grade 11 development of Interdisciplinary Problem-solving Task with local system staff.
- May 1993 Performance assessments administered in grades 3, 5, and 8 in reading, writing, language usage, mathematics, social studies, and science.
- September 1993 Performance-Based High School Graduation Requirements Task Force Report presented to State Board of Education.
- November 1993 Summary of written comments received concerning Performance-Based High School Graduation Requirements Task Force Report presented to State Board of Education.
- Fourth *Maryland School Performance Report* issued at the State, school system, and school levels.
- State Board permission to continue framing but not to develop the assessment.
- Review of commercially available test materials.
- Review of testing practices in other states.
- December 1993 Public School Standards (COMAR 13A.01.04) became effective.
- Creation of High School Assessment Task Force, Steering Team, Coordinating Team, and Content Teams.
- Appointment of Bob Gabrys and Noel Farmer as co-chairs for High School Assessment.
- Identification of givens related to High School Assessment as guidelines for Content Teams.
- February 1994 MSPAP 3, 5, and 8 institutionalized in PRIM. Challenge Schools institutionalized in Instruction. Report Cards institutionalized in PRIM. MSPAP Office becomes R&D Office.
- March 1994 Appointment letters sent to persons selected to serve on High School Assessment Task Force.
- Meeting of High School Assessment Steering Committee.
- High School Assessment Timeline submitted to State Board.
- April 1994 Nomination letters for High School Assessment Content Teams sent to local superintendents for approval.
- First meeting of Measurable Enabling Skills Content Team.

May 1994 Appointment letters sent to persons selected to serve on High School Assessment Content Teams.

Update on Certificate of Initial Mastery.

Second meeting of Measurable Enabling Skills Content Team.

Meeting of High School Assessment Steering Team.

Creation of relationship with University of Maryland Center for International Study and Competitiveness ("Think Tank Meeting").

August 1994 State Board retreat on high school assessment, resulting in "consensus items."

Update and emerging issues on consensus items to State Board of Education.

September 1994 Distribution of Internal Draft of Core Learning Goals to selected reactors.

Distribution of Questions/Answers on High School Assessment.

October 1994 State Board retreat on high school assessment with content team co-chairs.

Development of possible conceptualization of state and local assessment interrelationship.

Proposed format for Core Learning Goals.

Presentation of draft Core Learning Goals to State Board.

November 1994 State Superintendent's Retreat and presentation of models for high school assessment.

January 1995 Completion of public and educator versions of Core Learning Goals in response to State Board request.

Initial discussions with New Standards Project.

Update of State Board of Education and Higher Education Community Coordinating Board.

February 1995 State Board hearing on models for conceptualizing the high school assessment.

Presentation to State Board by William Spady and Robert Simonds, which applauds Maryland's high school assessment efforts.

- March 1995 Formal linkage of University of Maryland System representatives to Content Teams.
- April 1995 Maryland Education Coalition forum on high school assessment.
- June 1995 Review of Item/Task Bank Models by psychometricians.