



MARYLAND ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

COMMISSION ON ASSESSMENT

APRIL 14, 2016



MARYLAND ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS



DID YOU KNOW?

OUR MISSION, OUR VISION

**SERVICE, SUPPORT AND ADVOCACY FOR MARYLAND'S PRINCIPALS
THROUGH PROFESSIONAL DEVELOPMENT, MEMBERSHIP BENEFITS, COLLABORATION WITH OTHER ASSOCIATIONS AND STATE
AGENCIES, AND NETWORKING**

WE ARE...

...A PROFESSIONAL ASSOCIATION THAT HAS BEEN IN EXISTENCE SINCE 1946

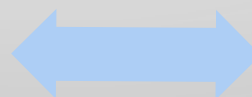
- OVER THE LAST 70 YEARS MAESP HAS GROWN TO INCLUDE ALMOST 700 MEMBERS IN ALL 24 LOCAL SCHOOL SYSTEMS IN THE STATE.
- THE MEMBERS INCLUDE PRINCIPALS, ASSISTANT PRINCIPALS, ASPIRING LEADERS AND CENTRAL OFFICE PERSONNEL WHO SUPPORT SCHOOL LEADERS.

CURRICULUM, INSTRUCTION AND ASSESSMENT

CURRICULUM



INSTRUCTION



ASSESSMENT

ASSESSMENT

PURPOSES AND INTENT

DIAGNOSTIC

INDIVIDUAL ASSESSMENT OF STUDENT
STRENGTH AND NEEDS

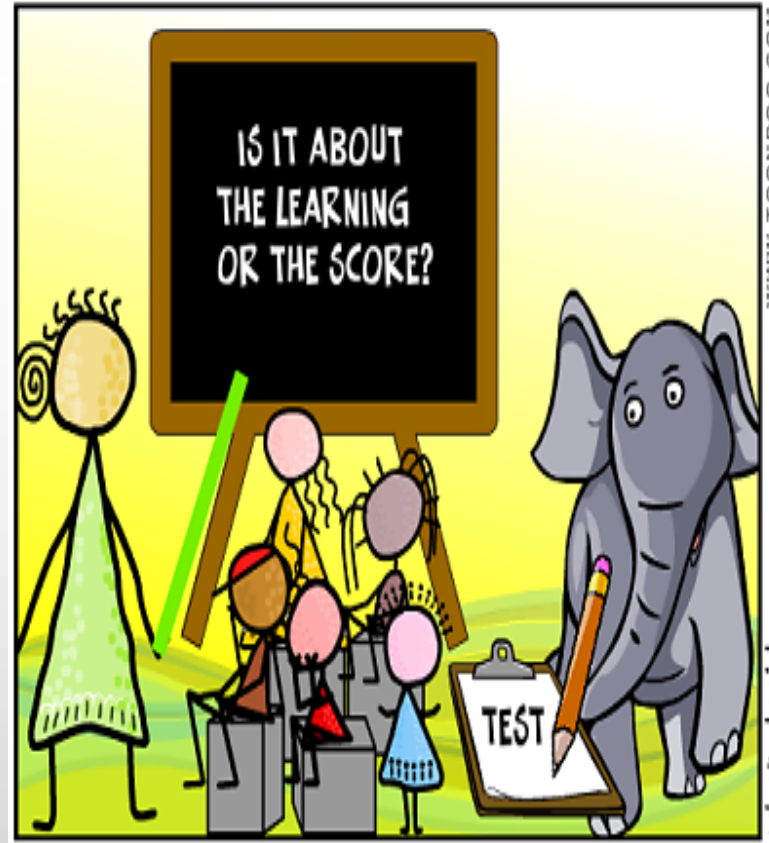
FORMATIVE

MONITORING OF LEARNING – PROGRESS
OVER TIME – ASSESSMENT OF LEARNING AND
ASSESSMENT FOR LEARNING

SUMMATIVE

ACCOUNTABILITY – TEACHER, SCHOOL, LEA,
STATE

WEIGH THE ELEPHANT



ACCOUNTABILITY – THREE TIER PROCESS



TESTS

LEA, STATE



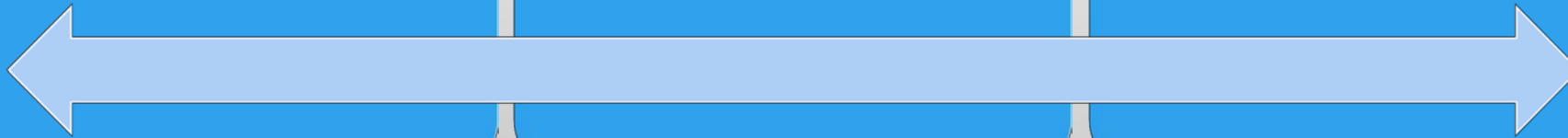
**PROFESSIONAL
PRACTICE-**

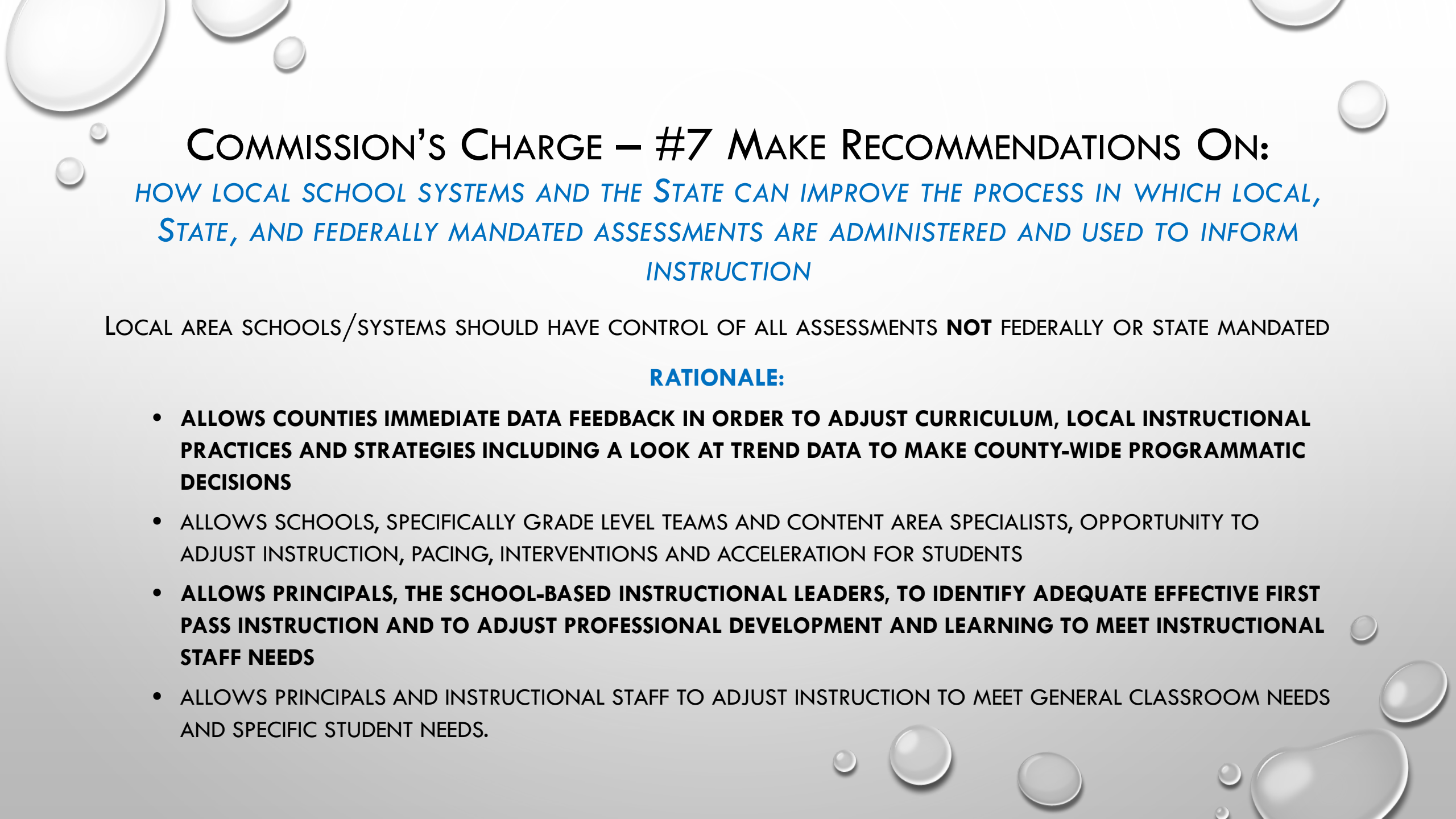
**TEACHERS, INSTRUCTION,
LEADERSHIP/PRINCIPALS**



Qualitative-

**Staff, Students,
COMMUNITY**





COMMISSION'S CHARGE – #7 MAKE RECOMMENDATIONS ON:

HOW LOCAL SCHOOL SYSTEMS AND THE STATE CAN IMPROVE THE PROCESS IN WHICH LOCAL, STATE, AND FEDERALLY MANDATED ASSESSMENTS ARE ADMINISTERED AND USED TO INFORM INSTRUCTION

LOCAL AREA SCHOOLS/SYSTEMS SHOULD HAVE CONTROL OF ALL ASSESSMENTS **NOT** FEDERALLY OR STATE MANDATED

RATIONALE:

- **ALLOWS COUNTIES IMMEDIATE DATA FEEDBACK IN ORDER TO ADJUST CURRICULUM, LOCAL INSTRUCTIONAL PRACTICES AND STRATEGIES INCLUDING A LOOK AT TREND DATA TO MAKE COUNTY-WIDE PROGRAMMATIC DECISIONS**
- ALLOWS SCHOOLS, SPECIFICALLY GRADE LEVEL TEAMS AND CONTENT AREA SPECIALISTS, OPPORTUNITY TO ADJUST INSTRUCTION, PACING, INTERVENTIONS AND ACCELERATION FOR STUDENTS
- **ALLOWS PRINCIPALS, THE SCHOOL-BASED INSTRUCTIONAL LEADERS, TO IDENTIFY ADEQUATE EFFECTIVE FIRST PASS INSTRUCTION AND TO ADJUST PROFESSIONAL DEVELOPMENT AND LEARNING TO MEET INSTRUCTIONAL STAFF NEEDS**
- ALLOWS PRINCIPALS AND INSTRUCTIONAL STAFF TO ADJUST INSTRUCTION TO MEET GENERAL CLASSROOM NEEDS AND SPECIFIC STUDENT NEEDS.

COMMISSION'S CHARGE – #7 MAKE RECOMMENDATIONS ON:

IF THE COMMISSION FINDS THAT THE ALLOTTED TIME FOR ADMINISTERING ASSESSMENTS IS RESULTING IN REDUCED INSTRUCTION TIME, THE MOST EFFICIENT AND EFFECTIVE METHODS TO ENSURE THAT ADEQUATE TIME IS ALLOTTED TO BOTH ADMINISTERING ASSESSMENTS AND INSTRUCTION

(MSDE SURVEY RELATED TO ACTUAL AMOUNT OF ASSESSMENT TIME IS NOT RELIABLE AT THIS TIME— NO SHARED OR COMMON UNDERSTANDING OF DATA TO BE COLLECTED)

- **STANDARDIZED TESTING MUST ASSESS WHAT IT IS DESIGNED TO ASSESS FIRST AND FOREMOST**
- INSTRUCTIONAL TIME SHOULD **NOT** BE UTILIZED TO TEACH TO THE TEST, RATHER INSTRUCTIONAL TIME MAY BE USED TO ALLOW STUDENTS PRACTICE WITH NEW TESTING FORMATS, PRESENTATIONS AND RESPONSE CHOICES (FOR EXAMPLE, USE OF TECHNOLOGY DEVICES, RESOURCES)
- **LOCAL EDUCATIONAL AGENCIES SHOULD UTILIZE AN ASSESSMENT TEAM TO REVIEW TYPE, FORMAT AND TIME ALLOTMENT FOR ALL LEA ASSESSMENTS ON AN ANNUAL BASIS TO DETERMINE ONGOING PURPOSE, RELIABILITY AND VALIDITY FOR SCHOOLS WITHIN THE LEA**
- ALL ASSESSMENT DATA RESULTS – LEA, STATE AND FEDERAL- SHOULD BE RETURNED IN A TIME EFFICIENT MANNER TO BE UTILIZED TO MEASURE STUDENT ACHIEVEMENT AND SCHOOL ACCOUNTABILITY INCLUDING AS ONE DATA POINT FOR TEACHER AND PRINCIPAL PERFORMANCE

COMMISSION'S CHARGE – #7 MAKE RECOMMENDATIONS ON:
*WHICH DEVELOPMENTALLY APPROPRIATE ELEMENTS, IF ANY, SHOULD BE INCLUDED IN AN
ASSESSMENT ADMINISTERED TO KINDERGARTEN STUDENTS*

- **STANDARDIZED TESTING MUST ASSESS WHAT IT IS DESIGNED TO ASSESS FIRST AND FOREMOST**
- SAMPLING OF KINDERGARTEN STUDENTS TO ASSESS READINESS SKILLS DOES NOT GIVE INFORMATION TO TEACHERS FOR LEARNING AND INSTRUCTION – A REFLECTION OF A SAMPLE
- **ALL KINDERGARTEN STUDENTS ASSESSED IN PRE-ACADEMIC SKILLS, SOCIAL-EMOTIONAL SKILLS, GROSS AND FINE MOTOR SKILLS GIVES TEACHERS INFORMATION FOR INSTRUCTION AND STUDENT LEARNING**
- SUMMER ASSESSMENT OF KINDERGARTEN STUDENTS FINANCIALLY PROHIBITIVE IN SOME LEAS; SUMMER ASSESSMENT OF ENTERING KINDERGARTEN STUDENTS DOES NOT CAPTURE CLASSROOM OBSERVATIONAL DATA
- **ESSA WAS PASSED THEREFORE, PRE-K TO 12TH GRADE IS INCLUDED UNDER THE SAME GUIDELINES (I.E. ASSESSMENTS REQUIRED)**

COMMISSION'S CHARGE – #7 MAKE RECOMMENDATIONS ON:

ANY OTHER RELEVANT ISSUE IDENTIFIED BY THE COMMISSION

MAESP WOULD RECOMMEND:

- **THE AUDIT OF ALL ASSESSMENTS REQUIRED BY THE STATE, LOCAL SCHOOL SYSTEMS**
- **USE OF A CLEAR AND COMMON LANGUAGE TO CONDUCT THE AUDIT AND TO ENTER INTO A DATABASE ACCESSIBLE FOR ALL STAKEHOLDERS**
- **MONITOR THAT ALL LEAS HAVE ADEQUATE MATERIALS AND TECHNOLOGICAL RESOURCES TO FACILITATE ALL ASSESSMENT ADMINISTRATIONS WITHIN A TIMELY MANNER WITHOUT IMPACT TO INSTRUCTION (PAPER VS. COMPUTER BASED)**

COMMISSION'S CHARGE – #8 MAKE RECOMMENDATIONS ON:

ENSURE THAT ANY RECOMMENDATION RETAINS THE ABILITY TO COMPARE STUDENT ACHIEVEMENT ACROSS LOCAL SCHOOL SYSTEMS, THE STATE, AND THE NATION

- **PARCC AND NAEP(NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS) IS THE ONLY SUMMATIVE ASSESSMENT THAT MEETS THIS ITEM ON THE COMMISSION'S CHARGE TO RETAIN THE ABILITY TO COMPARE STUDENT ACHIEVEMENT ACROSS LOCAL SCHOOL SYSTEMS, THE STATE, AND THE NATION.**
- *LOCAL AREA SCHOOL SYSTEMS SHOULD HAVE CONTROL OF ALL OTHER ASSESSMENTS.*



MARYLAND ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

SINGLE ASSESSMENTS ARE SNAPSHOTS
TO IMPROVE STUDENT ACHIEVEMENT,
IMPROVE PROFESSIONAL PRACTICE
IMPROVE SCHOOLS WITH EMPHASIS ON
ACCOUNTABILITY BY PROVIDING TIME
EFFICIENT QUALITATIVE AND QUANTITATIVE
FEEDBACK

TEACHING TO THE TEST DOES NOT
INCREASE STUDENT LEARNING, IT JUST
INCREASES TEST SCORES

Our Hope:
Future
Assessment
Thinking is
PROACTIVE
and not
REACTIVE

