

Case Study: Maryland

MARYLAND'S NEW KINDERGARTEN READINESS ASSESSMENT (KRA)

Background

Legacy System: Maryland Model for School Readiness (MMSR) Kindergarten Assessment (2001-2013)

New System: Kindergarten Readiness Assessment (KRA) – component of Ready for Kindergarten (R4K): Maryland's Comprehensive Early Childhood Assessment System (2014-15)

Differences between 2 Systems

Types of assessment

1. MMSR is formative with summative information (Fall of K Year)
2. KRA is hybrid of three assessment formats (selective response, performance tasks, observational rubrics)

Scoring and Standard Setting

1. MMSR – raw scoring
2. KRA – scale scoring and more sensitive

Standards Alignment

1. MMSR – Maryland State Curriculum
2. KRA – Maryland College and Career-Ready Standards (Common Core)

Communication

Audience:

1. Early childhood stakeholders
2. Local school system stakeholders
3. Business and philanthropy
4. Legislature
5. General public and families (?)

Each group requires different communication strategies after the official release.

Communication Strategies

Hierarchy of main points:

Headline results (“What are the most pertinent results?”)

Results that spur action (“What does the data show us regarding gaps that require action?”)

Difference of results (use analogy such as high jump or reset)

Explain differences of standards and assessment tools (Internationally compatible standards and assessing higher order skills)

Explain dynamic of curricular mapping for rigor (Improvements under NCLB call for more rigorous local/state curriculum)

Important to deal with it upfront. Offer genuine surprises found in the results.

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