MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

TO: Members of the State Board of Education

FROM: Bernard J. Sadusky, Ed.D.

DATE: January 24, 2012

SUBJECT: Transition to the Maryland Common Core State Curriculum and Assessments

PURPOSE:

To inform the Maryland State Board of Education about matters related to the implementation of the new Maryland Common Core State Curriculum and the new assessment system for English language arts and mathematics.

HISTORICAL BACKGROUND:

Maryland initiated a third wave of reform in 2009-2010. Two major components of the reform effort were the design, development, and implementation of a new state curriculum that would be based on national standards and to create new assessments in mathematics and English language arts through participation in a multi-state assessment consortium. Both the curriculum work and the assessment work have implications for the new teacher and principal evaluation system. During the 2010-2011 school year, educators across the state participated in the development of the Common Core Frameworks in mathematics and English language arts. This 600-page document based on the national Common Core Standards and consisting of the skills and content that students need to know and be able to do in order to meet the standards was completed and accepted by the Maryland State Board of Education in June 2011 and posted on the department website. It serves as the guide for curriculum development work that is occurring this year. The Partnership for Assessment of Readiness for College and Careers (PARCC) is the consortium that Maryland joined, and we are a governing state in that body. The assessment work has progressed slowly, but we are beginning to receive more information as to the overall assessment design. The initial field testing is now scheduled for second semester of 2012-2013.

EXECUTIVE SUMMARY:

The timeline for curriculum and assessment implementation demonstrates how the implementation of each converges and how it, in turn, relates to the timing of the new teacher/principal evaluation system. Related to all of these matters are decision points and policy implications. Therefore, it is vitally important that the members of the board have an understanding of the timelines, the work to date, and the points of policy and decision making.

ACTION:

Information only.

Attachments